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ABSTRACT

Statistics representing social and economic conditions in 125 developed and developing countries with populations of more than one million are presented. The booklet presents a series of maps, charts, graphs and tables representing separate sections on life expectancy, adult literacy rate, population growth rate, gross national product per capita, and merchandise exports, and giving data on other social and economic indicators as well. The accompanying teacher's guide presents learning activities for secondary students who are studying world geography, world history, economics, or current affairs. Activities are organized into sections corresponding with the sections in the data booklet. Within these sections, activities are grouped as follows: understanding the indicator, interpreting the map, understanding the charts, thinking about what you have learned, and supplementary activities. Culminating activities are followed by outline maps of the world, Latin America, and the Carribean; Southern Europe, the Middle East, and North Africa; and Asia and the Pacific. The guide concludes with a comparative data table and foreign trade chart worksheet. (LH)

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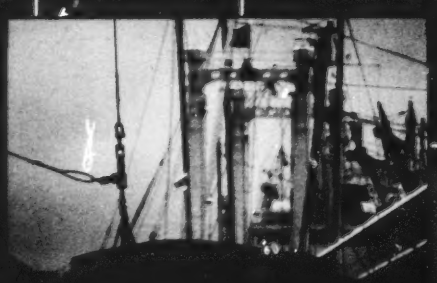
Social and Economic Statistics on 126 Countries



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INTRODUCTION

This book presents statistics on 125 countries with populations of more than one million. The statistics relate to economic development and the changes it is bringing about in the world. Sometimes called indicators, the statistics are measures of social and economic conditions in the developed and the developing countries.

The *developed countries* have high standards of living. The United States and Canada, Australia and New Zealand, Japan, and most of the countries of Western Europe are developed countries. Their economies are primarily industrial, so they are often called "industrial countries."

The developing countries have low standards of living. They are sometimes called "LDCs," or less developed countries, and sometimes "the Third World." They fall into two groups: *low-income developing countries* and *middle-income developing countries*. In both groups, many people are so poor they cannot meet their basic needs. Middle-income developing countries have higher standards of living than low-income developing countries, and they participate more in the world economy.

The goal of economic development is to raise standards of living in the developing countries so that people there can live better, fuller lives. In the past three decades, the developing countries have made considerable progress, but much remains to be done.

Because the world economy has become more interdependent, economic development affects all countries. So people everywhere should understand more about economic development and about the differences in living conditions between developed and developing countries. The World Bank has published *The Development Data Book* to promote that understanding. With its teaching guide, the book is a teaching program for secondary schools.

Statistics can be powerful tools for understanding economic development, but they have limitations. Some statistics are based on counting, others are estimates, and many are derived from other statistics. Those on some countries are more accurate than those on others. Statistics that measure things in money can be misleading because—to make comparisons possible—amounts in many currencies have to be changed into a single currency (in this book, U.S. dollars). And because it takes a long time to collect and verify some statistics, they may be out-of-date soon after they are published. The statistics in this book are the most recent ones available at the time of publication.

Many aspects of economic development cannot be measured by statistics. Examples are the attitudes and feelings of people, their values and ideas, their social and political systems, and their history and culture. So, while statistics can tell much about economic development, there is much they do not tell. This book thus tells only part of the story of economic development, but it is an important part.

The indicators of economic development presented in this book are

- Life expectancy
- Adult literacy rate
- Population growth rate
- GNP per capita
- Merchandise exports

The two tables at the back of the book provide country data on these and other social and economic indicators.

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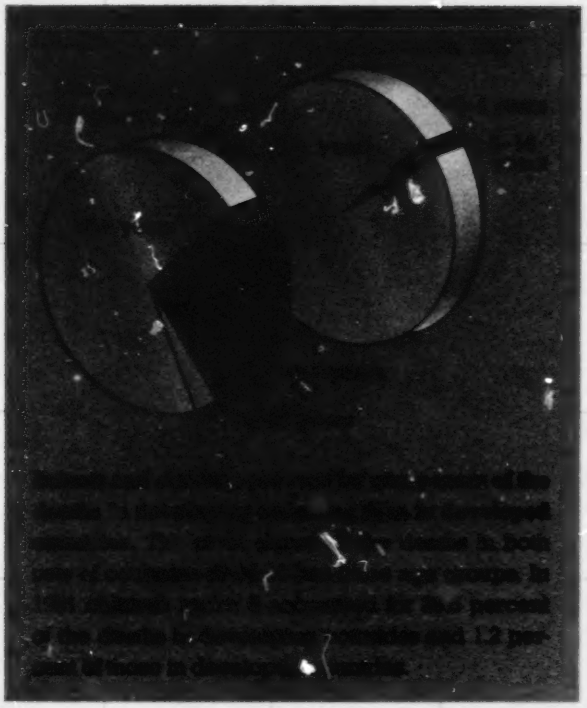
ISBN 0-8213-0312-0 ISBN 0-8213-0313-9 (Teaching Guide)

THE DEVELOPMENT DATA BOOK

Social and Economic Statistics
on 125 Countries

The World Bank
Washington, D.C. 20433
U.S.A.



The high proportion of infant and child deaths is one of the main reasons life expectancy is low in developing countries. Why is that proportion so high? Drinking water is often impure, and unsanitary conditions are common. The diet of pregnant women and nursing mothers often lacks proper nutrients, and babies and children do not get enough nutritious food. Flu, diarrhea, and pneumonia are prevalent; so are typhoid, cholera, malaria, and tuberculosis. Many children are not immunized against common childhood diseases—polio, measles, diptheria, and whooping cough. And their parents' income is too low to provide medical care when they are ill.

Life expectancy at all ages is lower in the developing countries than in the developed countries. But it is much lower for infants and children.

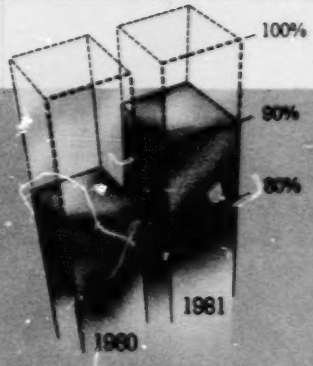
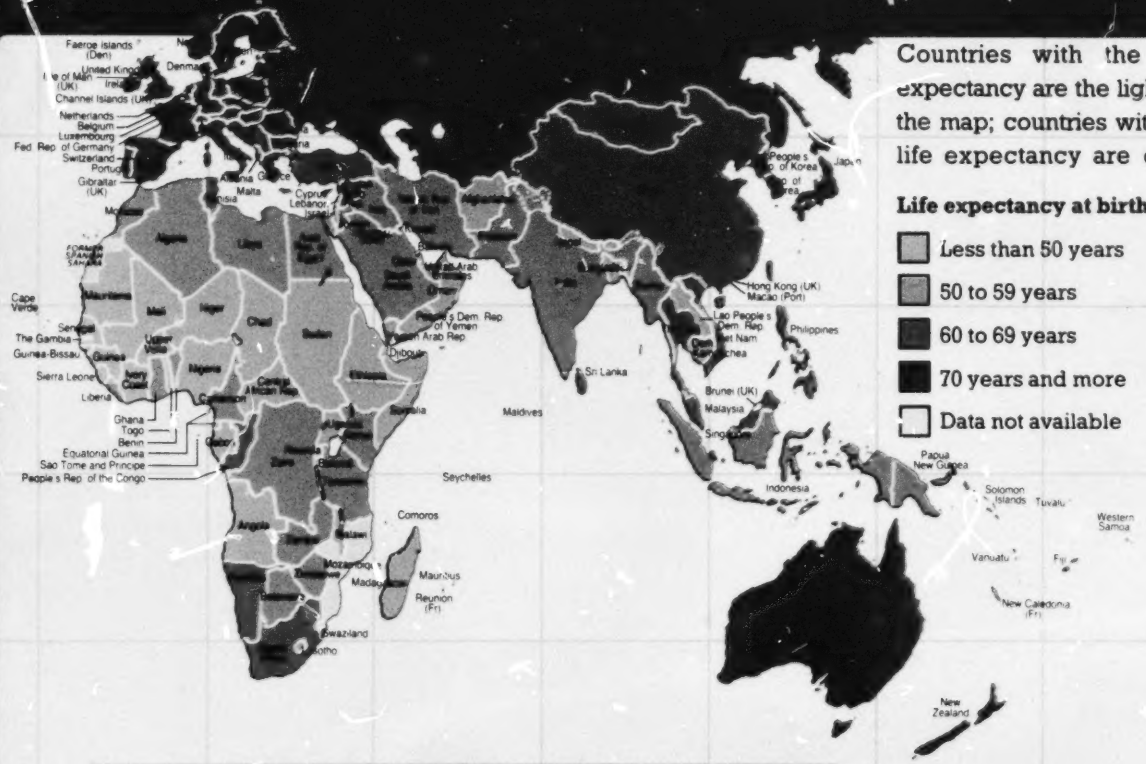


Chart 2

The percentage of infants surviving the first year of life has increased since 1960. The chart shows that percentage for the poorest developing countries, where the increase was greatest. The percentage rose in those countries from 84 percent in 1960 to 90 percent in 1981.

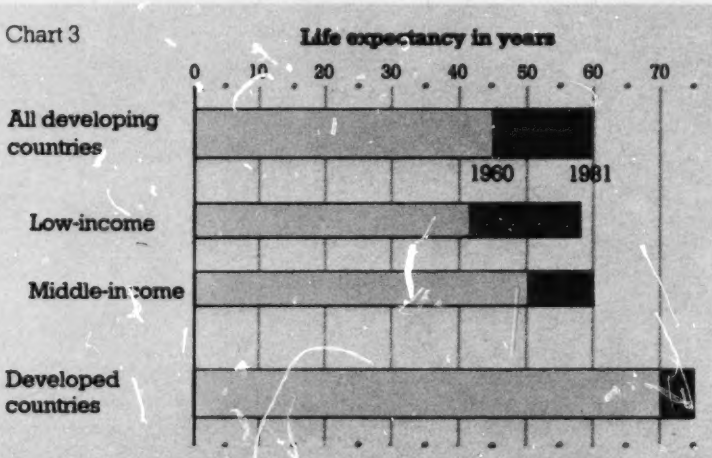


Countries with the lowest life expectancy are the lightest color on the map; countries with the highest life expectancy are darkest.

Life expectancy at birth

- Less than 50 years
- 50 to 59 years
- 60 to 69 years
- 70 years and more
- Data not available

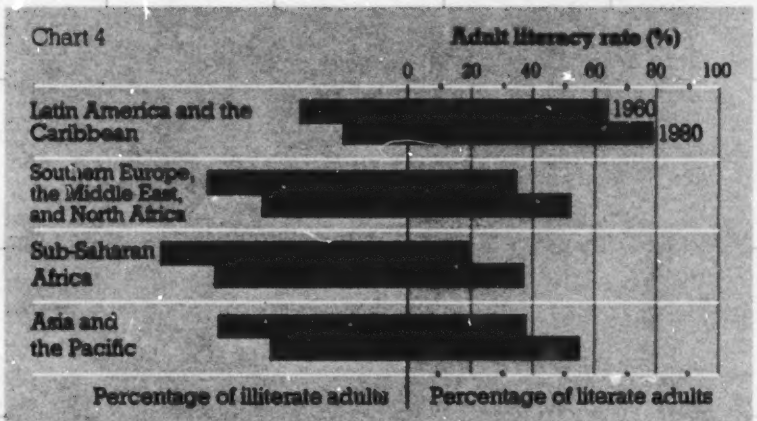
Chart 3



Life expectancy has gone up since 1960. The chart shows the average increase in life expectancy between 1960 and 1981 in developed and developing countries and two subgroups of developing countries. The increase was greatest in low-income developing countries.

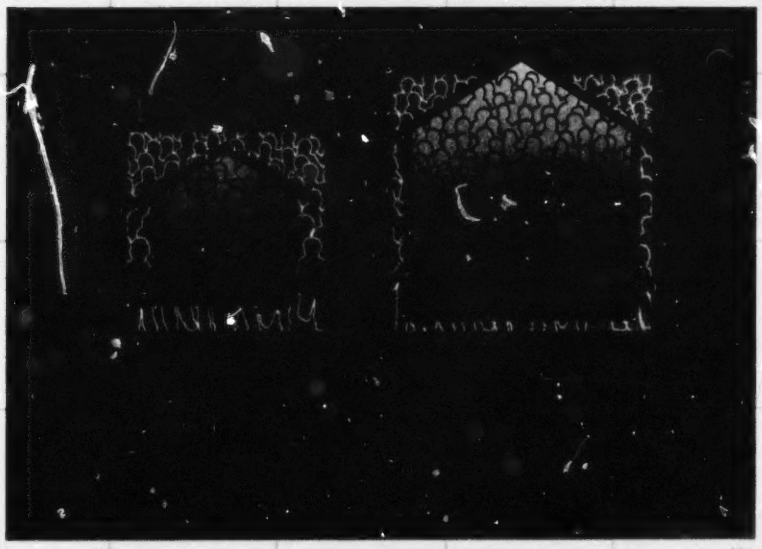
Average life expectancy in the world rose from 50 years in 1960 to 62 years in 1981. The main reason is the improvements in living conditions that have accompanied economic development in the developing countries. These improvements have led to an increase in the number of infants surviving the first year of life. Their survival helps to explain longer life expectancy. Despite the improvement in life expectancy, infants and children are much more likely to die in the developing countries than in the developed countries.

Chart 4



Adult literacy has increased in the developing countries since 1960. The chart shows the percentage of literate and illiterate adults in the developing countries in four regions in 1960 and 1980. The percentage of literate adults nearly doubled in Sub-Saharan Africa and rose in the other three regions.

Adult literacy has increased in the developing countries because of steps taken to improve education. The developing countries are now spending four times as much on education as they did in 1960 (taking inflation into account). This money is helping to build primary, secondary, vocational, and technical schools in rural and urban areas. It is also helping to train teachers, develop curricula, and supply textbooks and other educational materials. And it is paying for literacy training for adults.

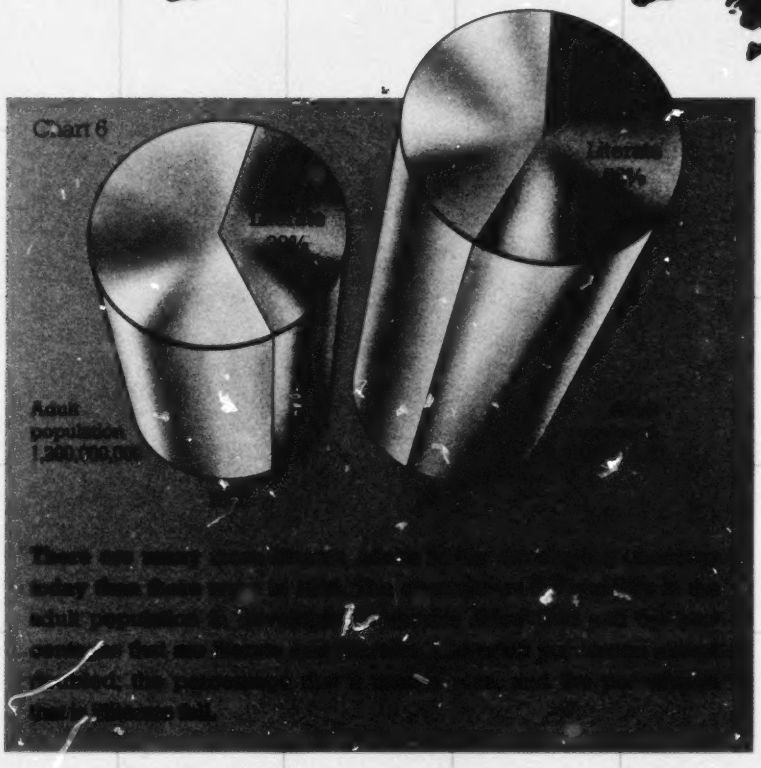


Higher primary school enrollments are the main reason adult literacy is increasing in the developing countries. Attending primary school helps people acquire the skills and the understanding of health needed for economic development. Studies in developing countries show, for example, that farmers with four years of primary school have higher incomes and produce more than farmers with no education. Such studies also show that infant mortality is lower in families in which the mother attended primary school than it is in other families.

countries. Countries with the lowest adult literacy rates are the lightest color on the map; countries with the highest rates are the darkest color.

Adult literacy rate

- 0 to 24%
- 25% to 49%
- 50% to 74%
- 75% to 100%
- Data not available

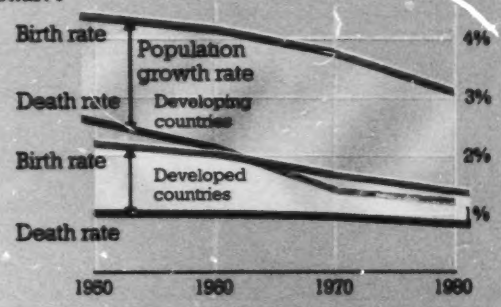


If adult literacy is higher in the developing countries, more people have additional skills to help improve living conditions. But nearly a billion adults lack those skills. Nearly three-quarters of them live in low-income countries. Most are poor and live in rural areas, and a disproportionate number of them are women.

POPULATION GROWTH RATE

This population growth rate is the increase in a country's population during a period, expressed as a percentage of the population at the start of the period. It reflects the number of births and deaths during the period, and the number of people moving to and from a country.

Chart 7

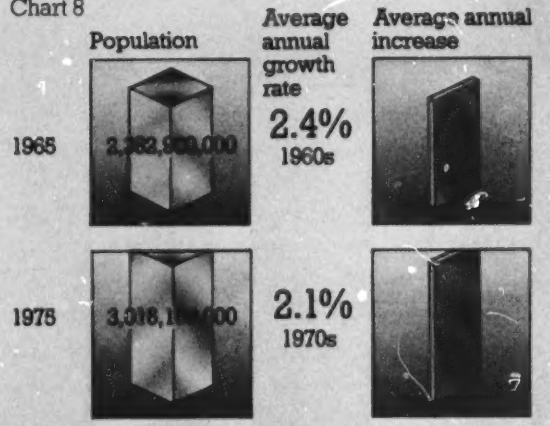


Population growth rates are high in the developing countries mainly because death rates have come down since 1950 while birth rates have remained high. The chart shows birth and death rates in the developed and developing countries between 1950 and 1980. The gap between them approximates the population growth rate, but it does not include migration—which is important in only a few developing countries.

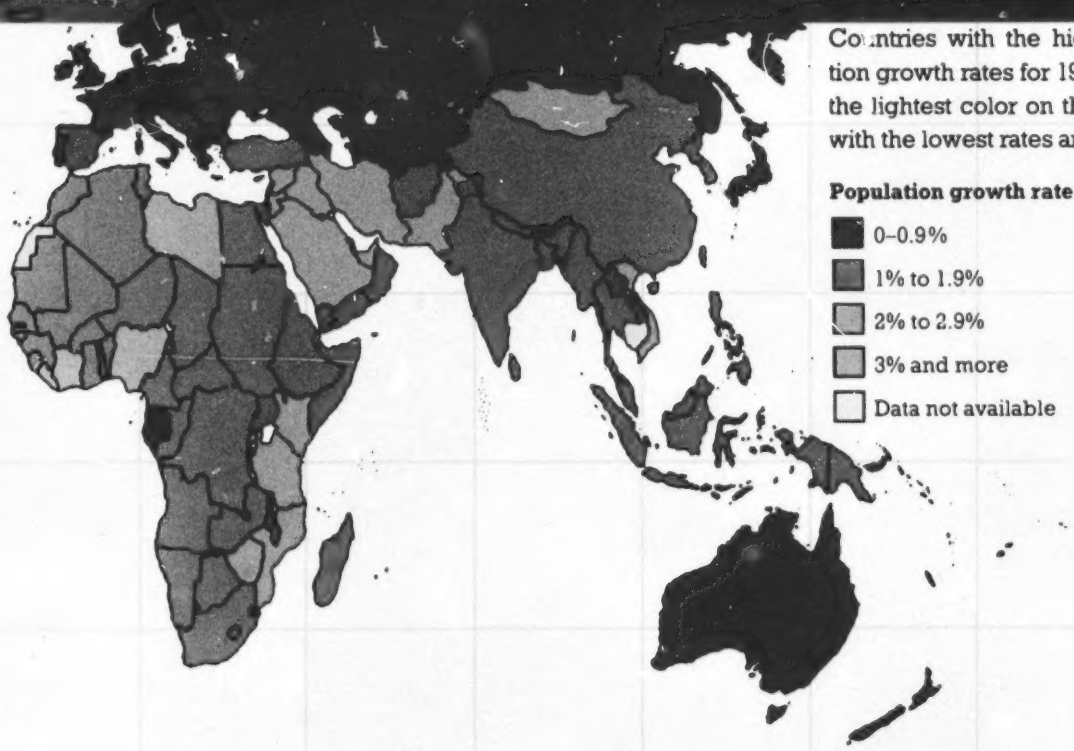
For population growth to slow down in the developing countries, the gap between birth rates and death rates must narrow. Death rates in the developing countries declined with the spread of modern medical methods in the 1950s and 1960s. Birth rates have begun to decline in response to declining death rates, but not enough to have a big effect on population growth.

The developing countries are taking several steps to persuade couples to have smaller families. Among them are providing family planning services (assistance to couples who want fewer children), running information campaigns about the benefits of smaller families, and encouraging parents to send their daughters to school. The education of girls is important in reducing population growth: the more education a woman has received, the fewer children she is likely to have.

Chart 8



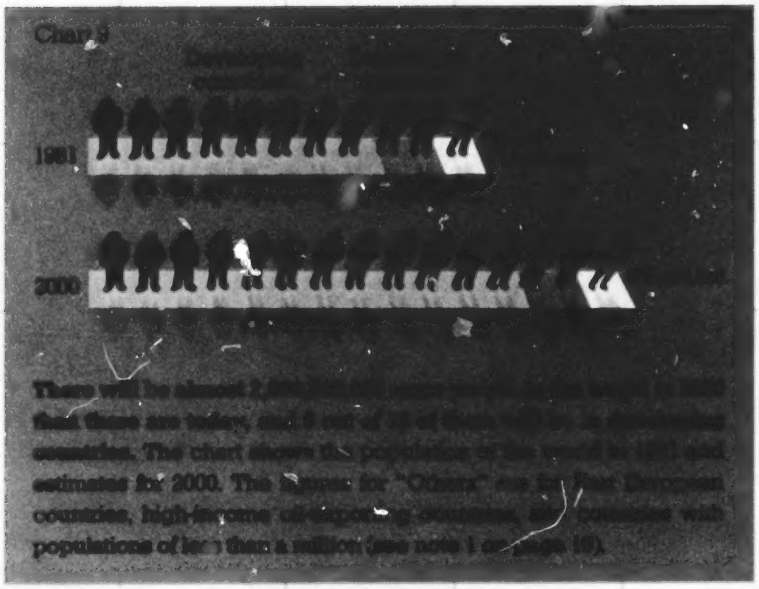
The average population growth rate for the developing countries was lower in the 1970s than in the 1960s, but annual increases in population were bigger—because population was bigger. The chart shows the average annual population growth rate for the developing countries in the 1960s and 1970s, their total population in 1965 and 1975, and average population increase each year for the two decades. The growth rate went down, but the number of people added each year increased.



Countries with the highest population growth rates for 1960 to 1981 are the lightest color on the map; those with the lowest rates are darkest.

Population growth rate

- 0–0.9%
- 1% to 1.9%
- 2% to 2.9%
- 3% and more
- Data not available

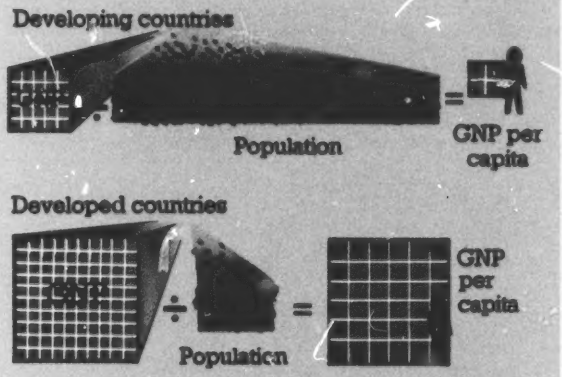


For most developing countries, especially the poorest, population growth between now and the end of the century will make it more difficult to raise standards of living. Why? Because the more people there are in those countries, the greater is the pressure to provide food, energy, and the services that improve living conditions. To relieve that pressure, many of the developing countries are trying to reduce population growth as part of their effort to increase production and consumption.

GNP PER CAPITA

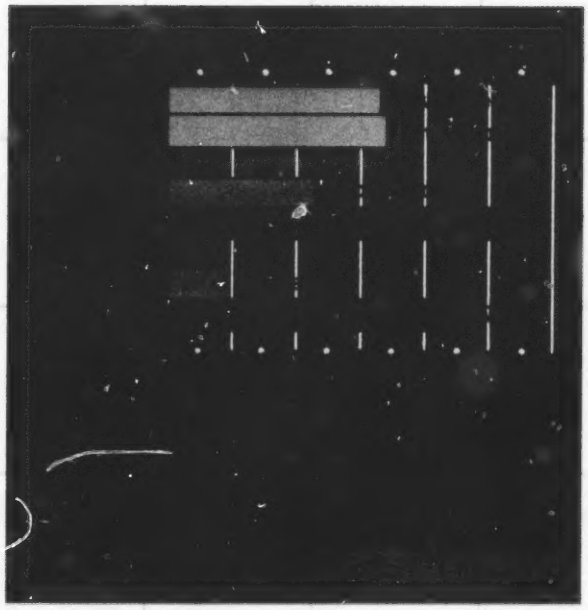
Gross national product (GNP) per capita is the dollar value of a country's production of goods and services (its GNP) divided by its population. It reflects the value of a country's economic activity.

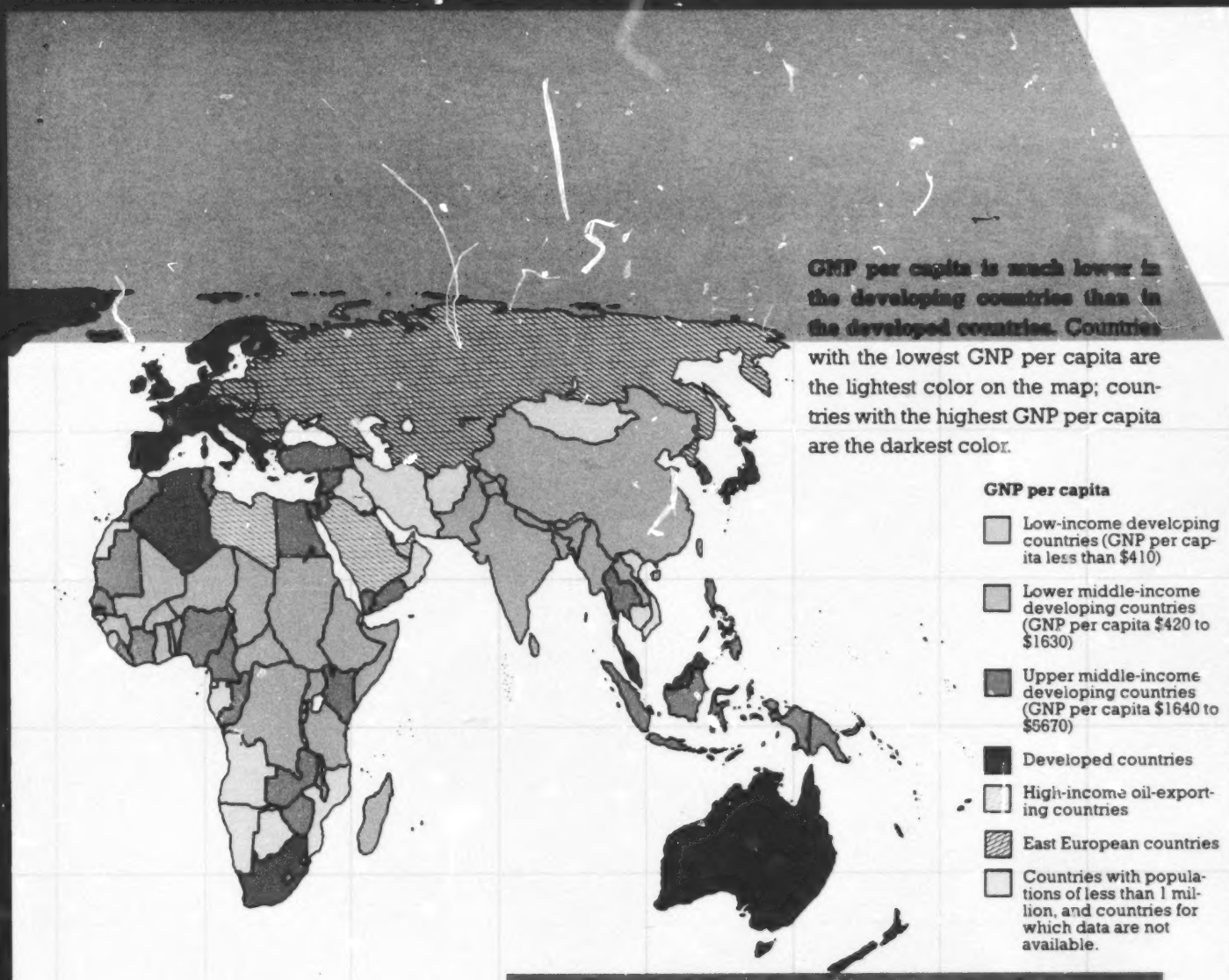
Chart 10



GNP per capita is low in the developing countries because they produce about a quarter of the dollar value of goods and services the developed countries produce but have almost five times the population. The chart shows—for both groups of countries in 1981—total production (GNP) and total population. It also shows GNP per capita, the part of GNP each person would have if GNP were divided equally among them.

To increase GNP per capita, all developing countries are trying to produce more goods and services: that is, they are trying to make their economies grow. Economic growth depends on helping people become more productive by educating them and improving their health. It also depends on improving transportation and communication systems, providing more energy, increasing agricultural and industrial production, and exporting more to pay for imports that increase present and future production. Many developing countries are also trying to slow down population growth, which can also increase GNP per capita.

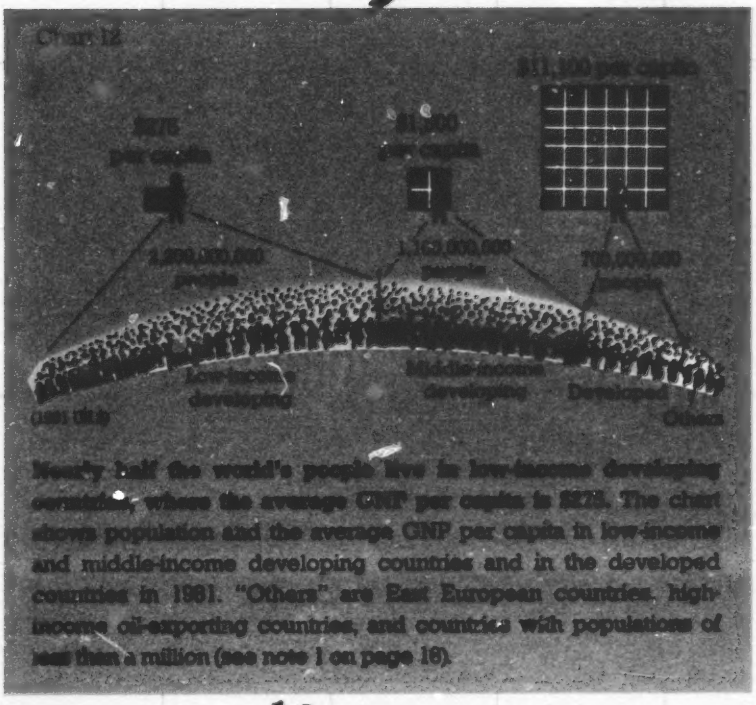



GNP per capita
Low-income developing countries (GNP per capita less than $410)
Lower middle-income developing countries (GNP per capita $420 to $1630)
Upper middle-income developing countries (GNP per capita $1640 to $5670)
Developed countries
High-income oil-exporting countries
East European countries
Countries with populations of less than 1 million, and countries for which data are not available.

GNP per capita is much lower in the developing countries than in the developed countries. Countries with the lowest GNP per capita are the lightest color on the map; countries with the highest GNP per capita are the darkest color.

Since 1950, the world economy has grown faster than ever before. And economic growth and the growth of GNP per capita in the developing countries has been rapid. The growth rates have been higher than the rates the developed countries achieved during the period when they were developing countries.

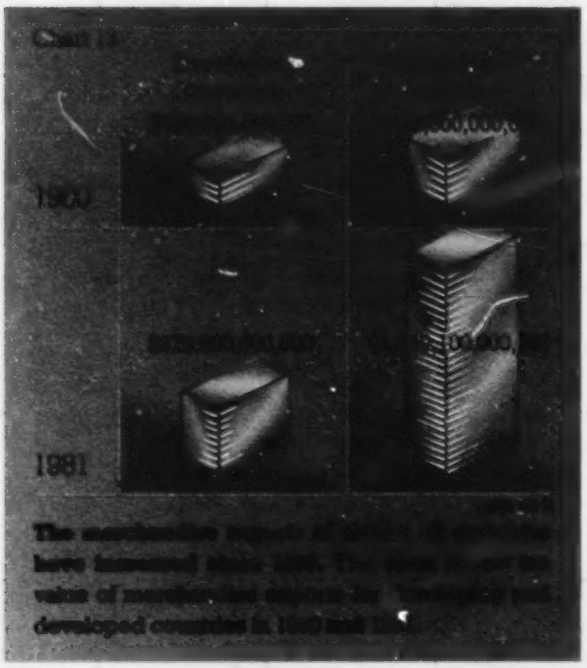
But in the late 1970s and early 1980s, the growth of the world economy slowed down. As a result, GNP per capita has risen more slowly in the developing countries, and in many it has declined. Economic recovery in the developed countries will make it easier for the developing countries to increase GNP per capita.



Nearly half the world's people live in low-income developing countries, where the average GNP per capita is $275. The chart shows population and the average GNP per capita in low-income and middle-income developing countries and in the developed countries in 1981. "Others" are East European countries, high-income oil-exporting countries, and countries with populations of less than a million (see note 1 on page 16).

MERCHANDISE EXPORTS

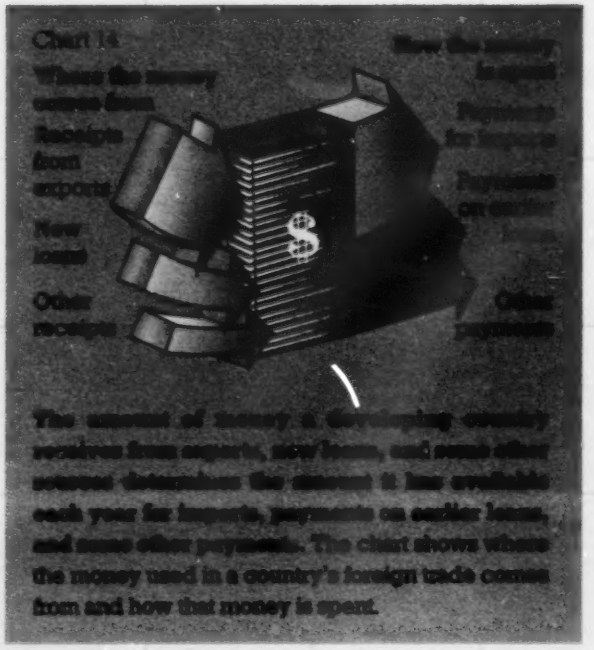
Merchandise exports are the goods a country sells to other countries; they account for most of a country's exports. Their value influences how much a developing country can import and how much it can borrow abroad.



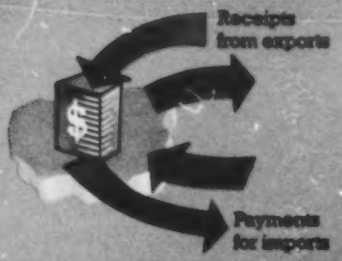
The combination reports of [illegible] have increased since 1960. The chart shows the value of merchandise exports for developing and developed countries in 1960 and 1981.

An increase in exports can enable a developing country to import more of the many things it needs for economic development, such as food and oil, lathes, generators, tractors, buses, telephones and radios, and advice from experts.

The developing countries pay for imports mainly from exports. But most of them have been importing more than they export. They could do this because they have been able to borrow from international institutions, the governments of the developed countries, and private commercial and investment banks in the developed countries. Many of the low-income developing countries, less able to borrow, have had to rely on loans on special terms from international institutions and on grants from governments and private organizations in other countries.



The amount of money a developing country receives from exports, new loans, and some other sources determines the amount it has available each year for imports, payments on earlier loans, and some other payments. The chart shows where the money used in a country's foreign trade comes from and how that money is spent.



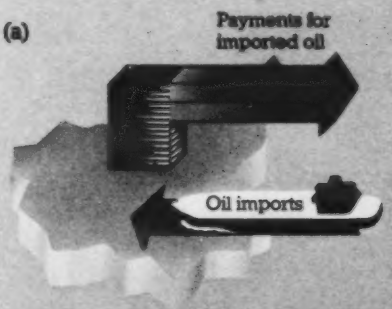
The merchandise exports of the developed countries are much greater than those of the developing countries. Countries with the lowest value of merchandise exports are the lightest color on the map; countries with the highest value are darkest.

Value of merchandise exports

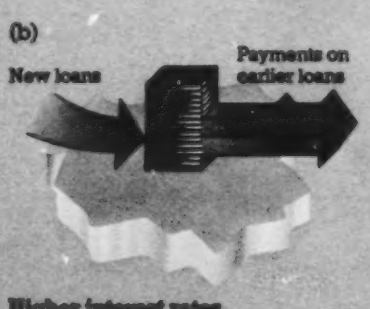
- Less than $1 billion
- $1 billion to $15 billion
- $15 billion to $30 billion
- $30 billion and more
- Data not available

Chart 15

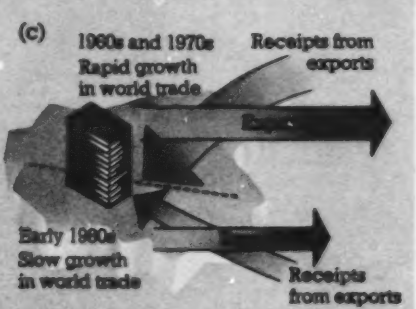
Economic events in the late 1970s and early 1980s have created severe problems for the developing countries.



Higher oil prices
Oil prices went up in 1973 and 1978–79. This helped oil-exporting countries but hurt oil-importing countries. The higher import bill for oil squeezed their imports of other things needed for economic development and increased their need for new loans.



Higher interest rates
Interest rates rose considerably in 1979–81. The higher rates, along with the increase in new loans that accompanied higher oil prices, meant that payments on loans increased. Imports were squeezed further, and more of each year's new loans merely helped to pay the principal and interest on earlier loans.



Slow growth in world trade
World trade expanded in the 1960s and 1970s. It slowed in 1980–81 and declined in 1982. Developing countries have found it more difficult to increase their exports. Many have had to cut imports. And borrowing is less possible: debts are already high and future exports uncertain.

These problems will be eased when the world economy recovers from recession and world trade expands. Then the developing countries can increase exports, import more, and speed up their economic development.

TABLE 1 SOCIAL AND ECONOMIC INDICATORS

	1 Life expectancy at birth (years)		2 Infant mortality rate per 1,000 live births		3 Population per physician	4 Daily per capita calorie supply as percentage of requirement	5 Adult literacy rate (percent)		6 Primary school enrollment ratio		7 Secondary school enrollment ratio
	1960	1981	1960	1981	1980	1980	1960	1980	1960	1980	1980
North and Central America											
■ Canada	71	75	27	10	*550*	127	. .	99	107	100	89
▩ Costa Rica	62	73	83	27	*1,470*	116	. .	90	96	*108*	*48*
▩ Cuba	63	73	66	21	*700*	122	. .	95	109	*112*	*71*
▩ Dominican Rep.	51	62	119	66	4,020	105	65	67	98	106	32
▩ El Salvador	51	63	136	75	3,040	99	*49*	62	80	74	23
▩ Guatemala	47	59	92	66	*8,600*	93	32	. .	45	69	16
■ Haiti	44	54	182	112	*8,200*	96	15	23	46	*64*	*12*
▩ Honduras	46	59	145	86	*3,120*	96	*45*	60	67	*89*	*21*
▩ Jamaica	64	71	52	16	*2,830*	119	82	90	92	99	57
▩ Mexico	57	66	91	54	1,260	121	65	83	80	120	37
▩ Nicaragua	47	57	144	88	1,800	99	. .	90	66	100	43
▩ Panama	62	71	68	21	980	103	73	85	96	113	65
▩ Trinidad and Tobago	64	72	54	31	1,490	113	93	95	88	*94*	*56*
■ United States	70	75	26	12	*520*	139	98	99	118	98	97
South America											
▩ Argentina	65	71	61	44	530	125	91	93	98	*116*	*56*
▩ Bolivia	43	51	167	129	1,850	87	39	63	64	84	36
▩ Brazil	55	64	118	75	1,700	109	61	*76*	95	93	32
▩ Chile	57	68	114	42	*1,920*	114	84	. .	109	117	55
▩ Colombia	53	63	103	55	1,920	108	63	81	77	128	46
▩ Ecuador	51	62	140	80	*1,620*	88	*68*	81	83	*107*	*40*
▩ Paraguay	56	65	86	46	1,710	134	*75*	*84*	98	*102*	*26*
▩ Peru	47	58	163	85	*1,390*	99	61	80	83	*112*	*56*
▩ Uruguay	68	71	50	39	*540*	110	. .	*94*	111	105	60
▩ Venezuela	57	68	85	40	950	112	63	*82*	100	*104*	39
Europe											
● Albania	62	70	83	. .	*960*	110	. .	. .	94	108	63
■ Austria	69	73	38	13	*400*	135	99	99	105	98	74
■ Belgium	70	73	31	12	400	160	. .	99	109	101	89
● Bulgaria	69	73	45	20	410	146	91	. .	93	97	86
● Czechoslovakia	70	72	24	17	360	141	95	. .	93	91	44
■ Denmark	72	75	22	8	*480*	133	. .	99	103	98	87
■ Finland	68	75	21	8	530	118	99	100	97	83	90
■ France	70	76	27	10	580	134	. .	99	144	112	85
● German Dem. Rep.	69	73	39	12	*520*	144	. .	. .	112	96	88
■ Germany, Fed. Rep.	70	73	34	13	*450*	133	. .	99	133	. .	. .
▩ Greece	69	74	40	18	*420*	147	80	. .	102	*103*	*81*
● Hungary	68	71	48	21	400	134	97	99	101	97	40
■ Ireland	70	73	29	11	760	148	97	98	110	102	93
■ Italy	69	74	44	14	*340*	150	91	98	111	102	73
■ Netherlands	73	76	18	8	*540*	131	. .	99	105	101	94
■ Norway	73	76	19	8	*520*	124	. .	99	100	*100*	*94*
● Poland	67	73	56	21	*570*	134	95	98	109	100	77
▩ Portugal	63	72	82	26	540	129	63	*78*	. .	*118*	*55*
● Romania	65	71	77	29	680	126	89	98	98	101	75
■ Spain	68	74	50	10	*460*	135	87	. .	110	*109*	*87*
■ Sweden	73	77	17	7	*490*	119	. .	99	96	97	35
■ Switzerland	71	76	21	9	410	133	. .	99	118	86	55
▩ Turkey	51	62	190	119	1,630	122	38	*60*	75	101	*37*
■ United Kingdom	71	74	23	12	650	132	. .	99	92	*104*	82
● USSR	68	72	33	. .	*280*	132	99	*100*	100	106	101
▩ Yugoslavia	63	71	92	31	680	140	*77*	85	111	99	83
The Middle East and North Africa											
▩ Algeria	47	56	165	114	2,650	101	10	35	46	95	33
▩ Egypt	46	57	128	110	970	117	26	*44*	66	76	52
▩ Iran, Islamic Rep. of	50	58	163	105	2,320	81	16	*50*	41	*101*	*44*
▩ Iraq	46	57	139	76	1,790	111	*18*	. .	65	116	57
▩ Israel	69	73	31	15	*370*	118	*84*	. .	98	96	*71*
▩ Jordan	47	62	136	67	1,890	96	32	70	77	108	79
h Kuwait	60	70	89	33	590	. .	*47*	60	117	96	75
▩ Lebanon	58	66	68	40	530	100	. .	. .	102	118	58
h Libya	47	57	158	97	730	147	22	. .	59	123	67
▩ Morocco	47	57	161	104	11,200	110	14	28	47	*76*	24

■ Low-income developing countries
▩ Middle-income developing countries
■ Developed countries
h High-income oil-exporting countries
e East European countries
. . Data not available

Note: Figures in italics are for a year other than specified.

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	1 Life expectancy at birth (years)		2 Infant mortality rate per 1,000 live births		3 Population per physician	4 Daily per capita calorie supply as percentage of requirement	5 Adult literacy rate (percent)		6 Primary school enrollment ratio		7 Secondary school enrollment ratio
	1960	1981	1960	1981	1980	1980	1960	1980	1960	1980	1980
h Saudi Arabia	43	55	185	111	*1,640*	120	..	25	12	64	30
m Syrian Arab Rep.	50	65	132	60	2,310	117	30	*58*	65	100	46
m Tunisia	48	61	157	38	3,690	116	*16*	62	66	103	27
h United Arab Emirates	47	63	135	52	900	..	..	56	..	116	52
l Yemen Arab Rep.	36	43	212	190	11,670	76	*3*	21	8	47	5
l Yemen, PDR	36	46	209	143	7,390	84	..	40	13	*72*	*28*
Sub-Saharan Africa											
l Angola	33	42	208	152	..	83	..	..	21	..	..
l Benin	37	50	206	150	17,050	103	5	28	27	62	16
l Burundi	37	45	150	120	45,020	96	*14*	*25*	18	29	*3*
m Cameroon	37	50	162	106	*13,670*	105	*19*	..	65	*104*	*18*
l Central African Rep.	35	43	195	146	*27,050*	94	7	33	32	*70*	10
l Chad	35	43	195	146	*47,530*	74	6	*15*	17	*35*	*3*
m Congo, People's Rep.	48	60	171	127	*5,510*	94	*16*	..	78	156	69
l Ethiopia	..	46	175	145	*58,490*	76	..	15	7	43	11
l Ghana	45	54	143	101	*7,630*	88	27	..	38	*69*	*36*
l Guinea	..	43	208	163	*16,630*	77	7	*20*	30	33	16
m Ivory Coast	37	47	173	125	21,040	112	5	35	46	*76*	*17*
m Kenya	41	56	138	85	*10,500*	88	*20*	47	47	*108*	*18*
m Lesotho	42	52	144	113	*18,640*	107	..	52	83	*104*	*17*
m Liberia	44	54	194	152	9,610	114	9	25	31	66	20
l Madagascar	37	48	109	69	*10,170*	109	..	*50*	52	*100*	12
l Malawi	37	44	207	169	*40,950*	94	..	*25*	..	62	4
l Mali	37	45	195	152	*22,130*	95	2	*10*	10	*27*	28
m Mauritania	37	44	185	141	14,350	97	5	*17*	8	33	10
l Mozambique	..	..	160	113	39,110	70	8	33	48	93	6
l Niger	37	45	191	143	*38,790*	92	1	10	5	*23*	4
m Nigeria	39	49	183	133	*12,550*	91	*15*	34	36	*98*	*16*
l Rwanda	37	46	147	137	31,510	88	*16*	50	49	70	2
l Senegal	37	44	182	145	13,800	100	*6*	*10*	27	44	*10*
l Sierra Leone	37	47	234	205	18,260	89	7	*15*	23	*39*	*12*
l Somalia	35	39	175	145	14,290	100	2	60	9	*41*	*6*
m South Africa	53	63	135	94	..	118	57	..	89	..	..
l Sudan	40	47	168	122	8,800	101	*13*	32	25	51	16
l Tanzania	42	52	152	101	*17,560*	83	*10*	79	25	104	*4*
l Togo	42	48	182	107	*18,100*	95	10	18	44	116	33
l Uganda	41	48	139	96	26,810	83	*25*	52	49	*50*	*5*
l Upper Volta	37	44	252	208	48,510	95	*2*	5	8	19	3
l Zaire	40	50	150	110	*14,780*	94	*31*	55	60	*90*	*23*
m Zambia	40	51	151	104	7,670	93	29	44	42	95	*17*
m Zimbabwe	49	55	118	72	6,580	86	39	69	96	*115*	*13*
Asia and the Pacific											
l Afghanistan	33	37	233	205	*16,730*	73	8	20	9	*30*	*10*
l Australia	71	74	20	10	560	117	..	100	103	110	86
l Bangladesh	37	48	159	135	*10,940*	84	*22*	26	47	*62*	*15*
l Bhutan	38	45	195	148	..	90	..	..	3	*11*	*1*
l Burma	44	54	158	98	4,660	113	*60*	66	56	*84*	*20*
l China	41	67	165	71	1,920	107	43	69	109	117	34
m Hong Kong	67	75	37	10	1,220	128	70	90	87	109	62
l India	43	52	165	121	*3,640*	87	*28*	*36*	61	*76*	*28*
m Indonesia	41	54	150	105	*11,530*	110	*39*	62	71	98	28
l Japan	68	77	30	7	*760*	124	98	99	103	101	91
l Kampuchea, Dem.	46	..	146	..	..	88	*31*	..	64	..	..
m Korea, Dem. Rep.	54	66	78	33	*440*	126	..	..	..	*116*	..
m Korea, Rep. of	54	66	78	33	1,690	128	71	93	94	*107*	*85*
l Lao, PDR	40	43	155	126	20,060	97	28	44	25	*96*	*17*
m Malaysia	53	65	72	30	7,910	121	53	60	96	*92*	*53*
m Mongolia	52	64	109	53	450	111	95	..	79	*105*	*89*
l Nepal	38	45	195	148	30,060	86	9	19	10	91	21
l New Zealand	72	74	23	12	670	126	..	99	108	105	81
l Pakistan	43	50	162	123	3,480	106	*15*	*24*	30	*57*	*15*
m Papua New Guinea	41	51	165	102	*13,590*	90	29	32	32	*62*	*12*
m Philippines	53	63	106	53	7,970	116	72	75	95	110	63
m Singapore	64	72	36	12	1,150	134	..	83	111	107	55
l Sri Lanka	62	69	71	43	7,170	102	75	85	95	100	51
m Thailand	52	63	103	53	*7,180*	104	68	86	83	96	29
l Viet Nam	43	63	157	97	4,190	90	..	*87*	..	*116*	*48*

l Low-income developing countries
m Middle-income developing countries
h Developed countries

h High-income oil-exporting countries
e East European countries
.. Data not available

Note: Figures in italics are for a year other than specified.

TABLE 2. SOCIAL AND ECONOMIC INDICATORS

	8 Population (millions) Mid-1981	9 Average annual population growth rate (percent) 1960–81	10 Projected population (millions) 2000	11 GNP per capita (dollars) 1981	12 Average annual GNP per capita growth rate (percent) 1960–81	13 Percentage of labor force in agriculture 1980	14 Energy consumption per capita (kilograms of coal equivalent) 1980	15 Merchandise exports (millions of dollars) 1981
North and Central America								
■ Canada	24.2	1.4	28	11,400	3.3	5	13,153	69,907
▪ Costa Rica	2.3	3.0	3	1,430	3.0	29	829	968
▪ Cuba	9.7	1.5	12	..	..	23	1,361	1,128
▪ Dominican Rep.	5.6	2.9	9	1,260	3.3	49	517	1,188
▪ El Salvador	4.7	2.9	8	650	1.5	50	357	792
▪ Guatemala	7.5	3.1	12	1,140	2.6	55	308	1,281
■ Haiti	5.1	1.6	7	300	0.5	74	88	333
▪ Honduras	3.8	3.2	7	600	1.1	63	292	760
▪ Jamaica	2.2	1.5	3	1,180	0.8	21	1,440	974
▪ Mexico	71.2	3.2	115	2,250	3.8	36	1,684	20,033
▪ Nicaragua	2.8	3.2	5	860	0.6	43	362	529
▪ Panama	1.9	2.6	3	1,910	3.1	27	1,623	315
▪ Trinidad and Tobago	1.2	1.4	2	5,670	2.9	10	7,312	3,725
■ United States	229.8	1.1	259	12,820	2.3	2	11,626	233,739
South America								
▪ Argentina	28.2	1.5	34	2,560	1.9	13	2,161	5,304
▪ Bolivia	5.7	2.5	9	600	1.1	50	452	909
▪ Brazil	120.5	2.5	177	2,220	5.1	30	1,102	23,172
▪ Chile	11.3	1.9	15	2,560	0.7	19	1,137	3,952
▪ Colombia	26.4	2.4	38	1,180	3.2	26	970	3,190
▪ Ecuador	8.6	3.3	14	1,180	4.3	52	692	2,562
▪ Paraguay	3.1	2.6	5	1,630	3.5	44	300	296
▪ Peru	17.0	2.7	26	1,170	1.0	39	807	3,255
▪ Uruguay	2.9	0.6	4	2,820	1.6	11	1,160	1,215
▪ Venezuela	15.4	3.4	24	4,220	2.4	18	3,039	20,959
Europe								
● Albania	2.8	2.6	4	..	..	61	1,800	..
■ Austria	7.6	0.3	8	10,210	4.0	9	5,102	15,845
■ Belgium	9.9	0.3	10	11,920	3.8	3	7,431	55,705
● Bulgaria	8.9	0.6	10	..	..	37	5,957	1,848
● Czechoslovakia	15.3	0.5	17	..	..	11	6,847	14,876
■ Denmark	5.1	0.6	5	13,120	2.6	7	5,746	16,317
■ Finland	4.8	0.3	5	10,680	3.6	11	6,351	14,015
■ France	54.0	0.8	59	12,190	3.8	8	5,386	100,497
● German Dem. Rep.	16.7	–0.1	17	..	..	10	7,412	19,858
■ Germany, Fed. Rep.	61.7	0.5	63	13,450	3.2	4	6,053	176,043
▪ Greece	9.7	0.7	10	4,420	5.4	37	2,605	4,292
● Hungary	10.7	0.4	11	2,100	5.0	21	4,094	8,893
■ Ireland	3.4	0.9	4	5,230	3.1	18	3,770	7,706
■ Italy	56.2	0.5	60	6,960	3.6	11	3,725	75,215
■ Netherlands	14.2	1.0	16	11,790	3.1	6	8,068	68,732
■ Norway	4.1	0.7	4	14,060	3.5	7	11,928	18,220
● Poland	35.9	0.9	41	..	..	31	5,799	13,182
▪ Portugal	9.8	0.4	11	2,520	4.8	28	1,822	4,147
● Romania	22.5	1.0	25	2,540	8.2	29	4,775	12,610
■ Spain	38.0	1.1	43	5,640	4.2	14	2,944	20,337
■ Sweden	8.3	0.5	9	14,870	2.6	5	7,971	28,630
■ Switzerland	6.4	0.8	7	17,430	1.9	5	5,223	27,043
▪ Turkey	45.5	2.5	68	1,540	3.5	54	779	4,703
■ United Kingdom	56.0	0.3	59	9,110	2.1	2	5,363	102,807
● USSR	268.0	1.0	312	..	..	14	6,422	79,003
▪ Yugoslavia	22.5	1.0	26	2,790	5.0	29	2,402	10,929
The Middle East and North Africa								
▪ Algeria	19.6	2.9	38	2,140	3.2	25	814	14,056
▪ Egypt	43.3	2.4	64	650	3.5	50	595	3,233
▪ Iran, Islamic Rep. of	40.1	3.0	72	..	..	39	1,210	10,169
▪ Iraq	13.5	3.3	26	..	..	42	1,221	9,372
▪ Israel	4.0	3.0	5	5,160	3.6	7	2,813	5,416
▪ Jordan	3.4	3.3	7	1,620	..	20	627	732
h Kuwait	1.5	7.8	2	20,900	0.4	2	..	16,561
▪ Lebanon	2.7	1.9	4	..	..	11	1,153	1,107
h Libya	3.1	4.1	6	8,450	4.7	19	3,549	16,391
▪ Morocco	20.9	2.8	40	860	2.4	52	368	2,242

■ Low-income developing countries
▪ Middle-income developing countries
■ Developed countries
h High-income oil-exporting countries
e East European countries
.. Data not available

Note: Figures in italics are for a year other than specified.

		8 Population (millions) Mid-1981	9 Average annual population growth rate (percent) 1960–81	10 Projected population (millions) 2000	11 GNP per capita (dollars) 1981	12 Average annual GNP per capita growth rate (percent) 1960–81	13 Percentage of labor force in agriculture 1980	14 Energy consumption per capita (kilograms of coal equivalent) 1980	15 Merchandise exports (millions of dollars) 1981
h	Saudi Arabia	9.3	4.1	18	12,600	7.8	61	6,764	120,240
	Syrian Arab Rep.	9.3	3.5	19	1,570	3.8	33	964	2,103
	Tunisia	6.5	2.1	10	1,420	4.8	35	652	2,209
h	United Arab Emirates	1.1	13.7	2	24,660	−0.1	..	..	20,939
	Yemen Arab Rep.	7.3	2.7	12	460	5.5	75	62	39
	Yemen, PDR	2.0	2.3	4	460	3.6	45	..	421
Sub-Saharan Africa									
	Angola	7.8	2.3	13	..	−2.8	59	255	1,744
■	Benin	3.6	2.7	7	320	0.6	46	70	36
■	Burundi	4.2	1.9	7	230	2.4	84	16	71
	Cameroon	8.7	2.0	15	880	2.8	83	154	1,079
■	Central African Rep.	2.4	2.1	4	320	0.4	88	46	136
■	Chad	4.5	2.0	7	110	−2.2	85	22	141
	Congo, People's Rep.	1.7	2.7	3	1,110	1.0	34	458	1,040
■	Ethiopia	32.0	2.3	57	140	1.4	80	25	374
■	Ghana	11.8	2.6	24	400	−1.1	53	268	878
■	Guinea	5.6	2.9	9	300	0.2	82	83	428
	Ivory Coast	8.5	4.6	15	1,200	2.3	79	248	2,586
	Kenya	17.4	3.7	40	420	2.9	78	208	1,144
	Lesotho	1.4	2.2	2	540	6.9	87	..	..
	Liberia	1.9	3.3	4	520	1.2	70	502	531
■	Madagascar	9.0	2.3	16	330	−0.5	87	74	335
■	Malawi	6.2	2.9	12	200	2.7	86	59	284
■	Mali	6.9	2.6	12	190	1.3	73	31	154
	Mauritania	1.6	2.3	3	460	1.5	69	199	259
■	Mozambique	12.5	3.0	24	..	..	66	103	457
■	Niger	5.7	3.2	11	330	−1.6	91	54	297
	Nigeria	87.6	2.5	169	870	3.5	54	169	18,727
■	Rwanda	5.3	3.0	10	250	1.7	91	28	147
	Senegal	5.9	2.5	10	430	−0.3	77	364	416
■	Sierra Leone	3.6	2.5	6	320	0.4	65	166	277
■	Somalia	4.4	2.8	7	280	−0.2	82	85	200
	South Africa	29.5	2.6	52	2,770	2.3	30	3,204	22,670
■	Sudan	19.2	2.6	34	380	−0.3	72	101	658
■	Tanzania	19.1	3.1	36	280	1.9	83	69	566
■	Togo	2.7	2.8	5	380	2.5	67	203	344
■	Uganda	13.0	2.8	25	220	−0.6	83	34	317
■	Upper Volta	6.3	2.0	11	240	1.1	82	33	75
■	Zaire	29.8	2.5	54	210	−0.1	75	107	662
	Zambia	5.8	2.9	11	600	0.0	67	733	1,044
	Zimbabwe	7.2	3.3	16	870	1.0	60	778	663
Asia and the Pacific									
■	Afghanistan	16.3	2.4	26	..	..	79	83	263
■	Australia	14.9	1.8	17	11,080	2.5	6	7,214	21,767
■	Bangladesh	90.7	2.6	156	140	0.2	74	48	791
■	Bhutan	1.3	1.9	2	80	0.1	93	..	..
■	Burma	34.1	2.1	52	190	1.4	67	87	455
■	China	991.3	2.0	1,198	300	5.0	69	618	21,560
	Hong Kong	5.2	2.3	6	5,100	6.9	3	1,881	21,737
■	India	690.2	2.2	1,001	260	1.4	69	210	8,064
	Indonesia	149.5	2.2	216	530	4.1	55	266	22,259
■	Japan	117.6	1.1	131	10,080	6.3	12	4,649	152,016
■	Kampuchea, Dem.	..	..	..	..	..	..	128	..
	Korea, Dem. Rep.	18.7	2.8	28	..	..	49	2,864	..
	Korea, Rep. of	38.9	2.1	52	1,700	6.9	34	1,563	21,254
■	Lao, PDR	3.5	1.7	6	80	..	75	127	9
	Malaysia	14.2	2.7	21	1,840	4.3	50	881	12,884
	Mongolia	1.7	3.0	3	..	..	55	1,452	..
■	Nepal	15.0	2.2	24	150	0.0	93	13	63
■	New Zealand	3.3	1.6	4	7,700	1.5	9	4,816	5,563
■	Pakistan	84.5	3.0	148	350	2.8	57	224	2,880
	Papua New Guinea	3.1	2.3	5	840	2.5	82	332	851
	Philippines	49.6	2.9	76	790	2.8	46	380	5,722
	Singapore	2.4	1.8	3	5,240	7.4	2	8,544	20,967
■	Sri Lanka	15.0	2.0	21	300	2.5	54	201	1,036
	Thailand	48.0	2.8	69	770	4.6	76	370	6,918
■	Viet Nam	55.7	3.0	88	..	..	71	148	153

■ Low-income developing countries
■ Middle-income developing countries
■ Developed countries
h High-income oil-exporting countries
e East European countries
.. Data not available

Note: Figures in italics are for a year other than specified.

TECHNICAL NOTES

Because the World Bank is continuously updating its data, some of the figures in this book differ from those shown in other World Bank documents published in 1984. Maps are based on the Eckert IV equal-area projection and display data for all countries for which data are available.

1. Country groups. The World Bank groups countries by regions and by economic characteristics (GNP per capita, form of economic organization, special economic considerations, and so on). Countries are grouped in both ways in this book.

(a) By economic characteristics

Developed countries (19) are the industrial countries in Asia, Europe, and North America.

Developing countries (94) fall into two groups.

Low-income developing countries are those with GNP per capita of less than $410 in 1981.

Middle-income developing countries are those with GNP per capita of more than $420 but less than $5,670 in 1981. Two subgroups of middle-income developing countries are shown in the map on pages 8 and 9.

East European countries (8) are Albania, Bulgaria, Czechoslovakia, the German Democratic Republic, Hungary, Poland, Romania, and the USSR. They are not grouped with the developing or the developed countries in this book because of differences in their economic organization and because income data for most of them are not comparable with data from other countries.

High-income oil-exporting countries (4) are Kuwait, Libya, Saudi Arabia, and the United Arab Emirates. They are not grouped with the developing or the developed countries in this book because their income levels would place them with the developed countries but their economic structures with the developing countries.

Calculations for the charts in this book do not include data from the last two groups, except for Charts 9 and 12, which show their populations with those of the 39 countries with populations of less than 1 million.

(b) By regions. Tables 1 and 2 (pages 12 to 15) group countries in six regions. In Chart 4, the developing countries in the first two regions are combined, and the developing countries in Europe are included with those in the Middle East and North Africa.

2. A note about averages. The averages for country groups in this book are weighted averages—that is, they take differences in the populations of countries into account. Weighted averages give a more accurate picture than simple averages.

3. Life expectancy (definition, page 3; Table 1, column 1, pages 12 and 13).

4. Infant mortality rate (Table 1, column 2, pages 12 and 13) is the number of infants who die before reaching one year of age, per thousand live births, in a given year. The lower the rate, the fewer the infant deaths.

5. Population per physician (Table 1, column 3, pages 12 and 13) is the population of a country divided by the number of its physicians.

6. Daily per capita calorie supply as a percentage of the requirement (Table 1, column 4, pages 12 and 13) is the average number of calories available to people in a country as a percentage of the number needed to maintain health. When the percentage is less than 100, people on the average have too few calories to maintain health.

7. Adult literacy rate (definition, page 5; Table 1, column 5, pages 12 and 13). Criteria of adult literacy differ from country to country, and no single criterion is widely accepted. The criterion of "the ability to read and write a simple letter" is used by the United Nations Educational, Scientific, and Cultural Organization (UNESCO). The World Bank supplements UNESCO data in its publications. The rates in this book overstate adult literacy in many countries. Even so, the data are useful in making general comparisons between countries.

8. Primary school enrollment ratio (Chart 5, page 4, and Table 1, column 6, pages 12 and 13) is the number of children enrolled in primary school expressed as a percentage of the number of children of primary school age—usually 6 to 11 years. In some countries the percentage is above 100, showing that pupils who are below 6 or above 11 are in school. The **secondary school enrollment ratio** (Table 1, column 7, pages 12 and 13) is calculated in the same way, except that the age group is 12 to 17 years.

9. Population growth rate (definition, page 6; Table 2, column 9, pages 14 and 15). Average annual population growth rates for a period of years provide a better picture than rates for a single year. The map on pages 6 and 7 and Table 2 use average annual population growth rates.

10. Birth rate (Chart 7, page 6) is the number of births in a year expressed as a percentage of the total population.

11. Death rate (Chart 7, page 6) is the number of deaths in a year expressed as a percentage of the total population.

12. Projected population 2000 (Table 2, column 9, pages 14 and 15) is an estimate for each country based on present trends.

13. GNP (gross national product) is the value of all the goods and services produced by the residents of a country in a year. These include, for example, food and clothing, new roads and buildings, and the services of government officials, doctors, shopkeepers, and teachers. Data are compiled for each country and converted to values in U.S. dollars to make comparisons possible.

14. GNP per capita (definition, page 8; Table 2, column 11, pages 14 and 15) is calculated for each country and converted to values in U.S. dollars to make comparisons possible.

15. GNP per capita growth rate (Table 2, column 12, pages 14 and 15). Average annual growth rates for a period of years provide a better picture than rates for a single year. Table 2 gives average annual growth rates for GNP per capita for 1960–81.

16. Percentage of labor force in agriculture (Table 2, column 13, pages 14 and 15) is the percentage of economically active persons 10 years and over engaged in agriculture, forestry, hunting, and fishing.

17. Energy consumption per capita (Table 2, column 14, pages 14 and 15) is the amount of energy consumed—petroleum, natural gas, solid fuels such as coal and lignite, and electricity from nuclear, geothermal, and hydroelectric sources—all converted to coal equivalents and divided by population. The use of firewood and other traditional fuels is not taken into account because reliable data are not available.

18. Value of merchandise exports (definition, page 10; Table 2, column 15, pages 14 and 15) is the value in U.S. dollars of exports of goods. Data are compiled for each country and converted to values in U.S. dollars to make comparisons possible.

THE DEVELOPMENT DATA BOOK

Social and Economic Statistics
on 125 Countries

TEACHING GUIDE

The World Bank
Washington, D.C. 20433
U.S.A.

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Introduction

THIS TEACHING GUIDE accompanies *The Development Data Book* published by The World Bank. The learning activities it presents are designed for secondary school students who are studying world geography, world history, economics, or current affairs.

Point of view

The point of view of *The Development Data Book* and this teaching guide is implicit in the Introduction to the book, which is reprinted on the inside front cover of the teaching guide. That point of view has three parts:

- that economic development is a means to a better life for three-quarters of the world's people;
- that greater economic strength and higher standards of living in the developing countries contribute to a healthy, vigorous world economy; and
- that the increased interdependence among countries that accompanies economic development is in the best interests of all countries.

Goals, objectives, and evaluation

The Development Data Book and the activities in this teaching guide form a teaching program that has two goals. The first is to increase students' knowledge and understanding of economic development and the social and economic conditions in developing countries. The second is to strengthen a wide range of skills: performing statistical calculations; making and interpreting maps, charts, and tables; analyzing information; making inferences and generalizations; synthesizing; thinking critically; and—through role-playing—solving problems and making decisions.

Many educational objectives—statements of measurable student outcomes—can be formulated to achieve these goals. The objectives below are *minimum* objectives that all students should be able to achieve. As a result of using *The Development Data Book* and this teaching guide, students should be able to:

1. Contrast living conditions in the developed and developing countries.
2. Associate given statistics with low-income developing countries, middle-income developing countries, and developed countries.
3. Show an understanding of the relationship of:
   - infant mortality and life expectancy
   - school enrollment and the adult literacy rate
   - birth rates, death rates, and population growth rates
   - the production of goods and services, population, and GNP per capita
   - exports, imports, and borrowing
4. Make inferences from statistics about living conditions in developing countries.
5. Express an opinion about living conditions in developing countries and use statistics to support it.

A test to measure the achievement of these objectives is included in this teaching guide on page 32. Teachers who wish to use the test should select—or design—activities that meet these objectives. Many teachers will want to formulate additional objectives and design test items that measure their achievement.

Organization of the teaching guide

Activities are organized in seven sections numbered as follows:

1. Beginning Activities
2. Activities about *Life Expectancy*
3. Activities about the *Adult Literacy Rate*
4. Activities about the *Population Growth Rate*
5. Activities about *GNP per Capita*
6. Activities about *Merchandise Exports*
7. Culminating Activities

Within Sections 2 through 6, activities are grouped as follows:

- Understanding the indicator
- Interpreting the map
- Understanding the charts
- Thinking about what you have learned
- Supplementary activities.

Activities are numbered. The initial number refers to the section, the second to a sequence that begins with Understanding the indicator and ends with Supplementary activities. Activities are not organized in increasing complexity. There are more activities in each section than most teachers will wish to use: teachers should select activities that meet the knowledge, aptitudes, and interests of students.

Many activities make use of Tables 1 and 2 on pages 12 to 15 of *The Development Data Book*. To help with these activities, forms and outline maps are included in the teaching guide. The forms are a *Comparative Data Table* and a *Foreign Trade Chart*. One outline map is for the world, and four are for the regions in which the developing countries are located: Latin America and the Caribbean; Southern Europe, the Middle East, and North Africa; Sub-Saharan Africa; and Asia and the Pacific.

Acknowledgments

The following people have been consultants in preparing this teaching guide: David C. King and Margaret Branson, Curriculum Design for Tomorrow's World, Inc.; Fred C. Crouch, Duval Senior High School, Lanham, Maryland; Rosalind Fishman, Floyd Central High School, New Albany, Indiana; Barbara Graves, Gwynn Park Senior High School, Brandywine, Maryland; Carol Marquis, Monte Vista High School, Danville, California.

Notes

☐ A range of activities is suggested so that students of various aptitudes and interests can use the teaching program. Most activities assume that students know little about the developing countries and have had little experience in analyzing statistics. Activities marked with an asterisk (*) are for highly motivated students and those with greater knowledge of statistics and the developing countries.

☐ The amount of time the program takes depends on the number and kinds of activities teachers select.

☐ Activities that require calculations can be done easily and quickly if students have calculators. Teachers whose students do not have calculators may wish to limit such activities.

☐ Activities can be adapted for individual work, small group work, and large group work. Teachers are urged to vary the size of classroom work groups.

☐ Maps made with colored pencils are easier to interpret than those made with lead pencil. Colored pencils are thus recommended for maps. Symbols that form legible patterns when made with lead pencils are suggested in activity 2.16. In making maps, students should ignore the small countries that are difficult to show.

☐ Four terms—*developed countries, developing countries, low-income developing countries,* and *middle-income developing countries*—are defined loosely in the Introduction to the book found on the inside front cover. These definitions may be used until students learn the technical distinction between country groups, which is introduced in the treatment of GNP per capita on pages 8 and 9 of *The Development Data Book*. If students ask about the differences between country groups early in their study, the answers to their questions may be deferred or they may be referred to note 1 on page 16 of *The Development Data Book*.

☐ Activities are written so that they can be used in three ways. Teachers can direct the activities, photocopy them, or rewrite them as worksheets for students. Information for teachers is printed in blue and will not photocopy.

☐ The box at the beginning of the activities for each indicator repeats *the definition of the indicator* from the color band on the pages of the book that deal with the indicator and *the legends for the charts* on those pages, which are the main ideas about the indicator.

☐ Outline maps on pages 34 through 38 are based on the Eckert IV equal-area projection, as are the maps in *The Development Data Book*. The regional maps use a single scale.

☐ When the developing countries are grouped by regions in *The Development Data Book* and in certain activities in the teaching guide, the following regional designations are used:

- Latin America and the Caribbean
- Southern Europe, the Middle East, and North Africa
- Sub-Saharan Africa
- Asia and the Pacific

These designations are introduced to students in Activities 1.2 and 3.6.

Teaching procedure

1. For each indicator, read and discuss with students the two pages in *The Development Data Book* that deal with it. Begin with the definition in the color band at the top of the pages, continue with the map, and then move to the charts.
2. Select activities from the teaching guide that deal with the indicator. Activities selected should take into account the knowledge, aptitude, and interests of students.

1. Beginning Activities

[It is essential that students engage in these activities—or similar activities designed by the teacher—before going on to those on the following pages.]

1.1. Look through *The Development Data Book* quickly to get a general idea of its format and contents. Study the photographs on the cover; read the Introduction on the inside front cover and the material on the back cover. Then discuss these questions:

1. What does "economic development" mean?
2. What does "standard of living" mean? Name some goods and services that are produced in large quantities in a country with a high standard of living. Which are produced in much smaller quantities in a country with a low standard of living?
3. Which of the following terms applies to your country?
   - low-income developing country
   - middle-income developing country
   - developed country
4. Why must people be cautious in using statistics?
5. What kinds of things can statistics tell you about a country? What kinds of things are they unable to tell you?
6. Who published *The Development Data Book*?
7. What would you expect the point of view of the publisher to be?

1.2. The 125 countries for which data are provided in *The Development Data Book* are organized in groups. This activity will help you understand those groups.

1. Refer to Table 1 on pages 12 and 13 of *The Development Data Book*. What are the names of the regions in which the 125 countries are organized?
2. Using a world outline map from the teaching guide, draw a line quickly around the countries in each region shown in Table 1 on pages 12 and 13. The names of the countries are shown on the map on pages 2 and 3.
3. The dots and letters that precede the names of the countries in Table 1 indicate the group of countries to which each country belongs. Refer to the first and second paragraphs of the Introduction on the inside front cover of *The Development Data Book*. What are the differences between the four groups of countries listed in those paragraphs? More precise definitions for those country groups will be given later in the book.
4. Twelve countries in Table 1 are not included in the developed and developing country groups. What countries are they? To what group of countries do they belong? The reason they are in separate groups will be given later in the book.
5. One chart in *The Development Data Book* and some activities in the teaching guide group the developing countries by regions. In those cases, the following terms are used:
   - Latin America and the Caribbean
   - Southern Europe, the Middle East, and North Africa
   - Sub-Saharan Africa
   - Asia and the Pacific

   Refer to Table 1 on pages 12 and 13 of the book and name the developing countries in each of these regions.

   [For Southern Europe, the Middle East, and North Africa, exclude the East European and high-income oil-exporting countries; for Asia and the Pacific, exclude Australia, Japan, and New Zealand.]

1.3. This activity will help strengthen knowledge of the names and locations of the developing countries.

1. Use regional maps from the teaching guide and label the developing countries in Table 1 on pages 12 and 13 on the maps. Refer to the world map on pages 2 and 3 of *The Development Data Book*, which shows the names of countries.
2. Using the maps from step (1) above, place dots on the countries the same color as the dots that precede them in Table 1, or write "l" to label low-income developing countries, and "m" to label middle-income developing countries.
3. Using the maps from steps (1) and (2) above, write "h" on the high-income oil-exporting countries and "e" on the East European countries.

2. Life Expectancy

(Pages 2 and 3 in *The Development Data Book*)

Life expectancy at birth is the average number of years newborn babies can be expected to live if health conditions remain the same. It reflects the health of a country's people and the quality of care they receive when they are sick.

- Life expectancy at birth is higher in the developed countries than in all but a few developing countries.
- Infants and children account for many more of the deaths in the developing countries than in the developed countries.
- The percentage of infants surviving the first year of life has increased in all countries since 1960, with the greatest increase in the poorest countries.
- Life expectancy has gone up since 1960, with a greater increase in the developing than in the developed countries.
- Infants and children are still much more likely to die in the developing countries than in the developed countries.

Understanding the indicator (page 2)

2.1. Read the definition of life expectancy in the color band at the top of page 2 in *The Development Data Book* and answer the following questions.

1. What does life expectancy reflect in a country?
2. On the basis of your own experience, what do people need to maintain health?
3. On the basis of your own experience, what do people need when they are ill?
4. From your answers to questions 2 and 3, what inferences can you make about conditions in a country where life expectancy is low?

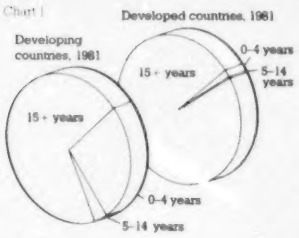
Interpreting the map (pages 2 and 3)

2.2. Study the map and do the following

1. Name five countries in which life expectancy is less than 50 years, five in which it is between 50 and 69 years, and five in which it is 70 years or more.
2. Name the countries in Central and South America in which life expectancy is 70 years or more.

2.3.
Use a *Comparative Data Table* from the teaching guide to rank the regions where the developing countries are located by life expectancy. Save the table for later use.

1. In the column at the left of the table, write the following regions:
   - Latin America and the Caribbean
   - Southern Europe, the Middle East, and North Africa
   - Sub-Saharan Africa
   - Asia and the Pacific
2. In column 1 at the top of the table, write the heading, Life expectancy, 1981.
3. Study the map on pages 2 and 3 of *The Development Data Book*. Rank the regions in the table by life expectancy by writing a number (from 1 to 4) in the spaces in column 1: 1 = highest life expectancy, 4 = lowest.
4. Re-read the paragraph above the key of the map. In what way does the data in the map support the statement?



Understanding the charts

Chart 1 (page 2)

2.4. Study Chart 1 and the paragraph below it.

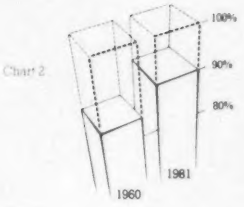
1. Using the data in Chart 1, complete the table:

	0–4 years	5–14 years	15 years and more
[Developing countries]	[26.5%]	3.5%	70.0%
[Developed countries]	[1.2%]	0.2%	98.6%

In which group of countries do more children die between birth and 5 years of age?

2. In which group of countries can a newborn baby expect to live longer? Why?

***2.5.** Refer to the paragraph in the lower left corner of page 2 of *The Development Data Book*. To understand that paragraph, study the table below, which shows life expectancy and total years of life at various ages in the developed and developing countries.



Life expectancy varies with age. At any age, it is the *additional* years a person of that age can be expected to live. For example, life expectancy for 15-year-olds in developed countries is 62 additional years; total years of life is 15 plus 62, or 77 years. Total years of life equals age plus life expectancy.

	Life expectancy		Total years of life	
	Developed countries	Developing countries	Developed countries	Developing countries
At birth	75	59	75	59
At 1 year	75	63	76	64
At 5 years	71	61	76	66
At 15 years	62	53	77	68
At 30 years	47	40	77	70
At 45 years	33	28	78	73
At 60 years	20	16	80	76

1. What is the difference between life expectancy and total years of life in the developed and developing countries at the ages shown in the chart?

2. What happens to the differences in life expectancy and in total years of life as people get older in the two groups of countries?

3. What does the table tell you about health conditions and their effect on people at various ages in both groups of countries?

4. If you wanted to increase life expectancy in developing countries, on what age group would you focus your efforts?

2.6. Assume that you live in a village in a developing country where life expectancy is low. You have six brothers and sisters; four other siblings have died. Your mother is pregnant.

1. What are the advantages for your parents in having many children?

2. What steps might be taken in your village so that fewer children would die?

3. Why would it be difficult to take these steps?

Chart 2 (page 2)

2.7. Complete the following sentence:

The percentage of infants who died during the first year of life in the poorest developing countries was _____ percent in 1960 and _____ percent in 1981.

2.8. If more newborn babies lived, what might be the effect on each of the following:

- the attitudes of parents about having children
- school enrollment in 5 or 6 years
- a family's need for food
- a country's need for food
- attitudes toward family planning
- the need for jobs in 15 or 20 years
- the number of productive adults in 15 or 20 years
- a family's educational costs

2.9. Read note 4 on page 16 about infant mortality rates. Refer to column 2 in Table 1 on pages 12 and 13. In how many countries in the table has the infant mortality rate gone down since 1960?

Chart 3 (page 3)

2.10. Using the data in Chart 3, complete the table as nearly as you can.

	1960	1981	Years added
All developing countries	[45]	[58]	[13]
Low-income	[41]	[58]	[17]
Middle-income	[50]	[60]	[10]
Developed countries	[70]	[75]	[5]

Write a sentence summarizing the data in Chart 3 and the table above.

2.11. Refer to the paragraph to the right of Chart 3 and to column 1 in Table 1 on pages 12 and 13.

- Was life expectancy in your country above or below the world average in 1981?
- How did life expectancy change in your country between 1960 and 1981?
- In how many developing countries was life expectancy below the world average in 1981?

[62]

Thinking about what you have learned

2.12. Why do you think the increase in infant survival between 1960 and 1981 was greatest in the poorest developing countries?

[Because there is now in 1981 and because improvements in health services and sanitary conditions were made.]

2.13. Do you agree or disagree with the following statement? Give reasons for your answer.

Because life expectancy in the developing countries has been rising, it will continue to rise in the future.

2.14. Assume that you are the Minister of Health in a country where life expectancy at birth is 45 years. Listed below are some projects you are considering that might extend life expectancy. You can afford only *five* projects. Which five will you choose? Give reasons for your choices. (There is no "correct" choice.)

- Train health workers to immunize children in urban slums against common childhood diseases.
- Provide classes in nutrition for pregnant and nursing mothers in villages.
- Build low-cost health centers in rural market towns, and train workers to provide routine medical care in them.
- Equip a mobile health unit to work in rural areas.
- Build a hospital in an overcrowded city.
- Improve the water supply in the capital city.
- Develop a curriculum in health education for primary schools.
- Start research on the control of diseases that are common in your country.
- Build a wing on an existing hospital to house modern diagnostic instruments and high-tech treatment equipment.

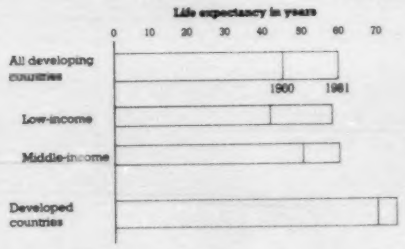
Supplementary activities

2.15. Compare a developed country and four developing countries in life expectancy and infant mortality using a *Comparative Data Table* from the teaching guide.

1. In the column at the left of the table, write the names of the five countries below:
   - Venezuela
   - Malawi
   - Australia
   - Morocco
   - Indonesia

   Refer to Table 1 on pages 12 and 13 in *The Development Data Book*. To which country group does each country belong?
2. Write these headings for the columns on the table:
   (1) Life expectancy at birth, 1981
   (2) Increase in life expectancy since 1960
   (3) Infant mortality rate, 1981
   (4) Decrease in infant mortality rate since 1960
3. Refer to columns 1 and 2 in Table 1 on pages 12 and 13 and to note 4 on page 16 about infant mortality. Use the data in Table 1 to complete your table.
4. Rank the five countries for each indicator by writing a number (from 1 to 5) in the upper-right-hand corner of each box:
   1 = longest life expectancy, 5 = shortest
   1 = greatest increase in life expectancy, 5 = smallest
   1 = lowest infant mortality rate, 5 = highest
   1 = greatest decrease in infant mortality rate, 5 = smallest.
5. Assume for a moment that all the developing countries are like those in your table and that all developed countries are like Australia.
   - In what way are the developing countries ahead of the developed countries in life expectancy and infant mortality?
   - In what way are the developed countries ahead of the developing countries in both indicators?

Chart 3



***2.16.** Read note 6 on page 16 about daily per capita calorie supply as a percentage of the requirement. Then make a map showing the indicator using the world outline map from the teaching guide.

1. Use the intervals below, and make a key showing them. Use colors ranging from light to dark, with the lightest for the first interval, the darkest for the fourth. Or use the following symbols: oooo for the first interval; xxxx for the second; shading for third; shading and xxxx for the fourth.

   Below 100%
   100–110%
   111–120%
   121% and higher
   Data not available

2. Refer to column 4 in Table 1 on pages 12 and 13. Use the data in Table 1 to make the map.
3. Compare the map showing life expectancy on pages 2 and 3 with your map. State the relationship—if any—the maps seem to show between life expectancy and the daily per capita calorie supply.

2.17. Compare your country with Pakistan, a low-income developing country; Colombia, a middle-income developing country; and Canada, a developed country. Use a *Comparative Data Table* from the teaching guide.

1. In the column at the left of the table write your country, Pakistan, Colombia, and Canada.
2. Write the following headings for the columns:
   (1) Life expectancy, 1981
   (2) Infant mortality, 1981
   (3) Population per physician, 1980
   (4) Daily per capita calorie supply, 1980
3. Refer to columns 1 through 4 in Table 1 on pages 12 and 13 and the notes on page 16 about the statistics in step (2) above. Then use the data shown in Table 1 to complete your table.
4. In a few sentences, explain why the indicators in your table are different in the developing and developed countries.

3. Adult Literacy Rate

(Pages 4 and 5 in *The Development Data Book*)

Adult literacy is the percentage of people over fifteen who can read and write a simple letter. It reflects the proportion of people in a country who have attended school.

- The adult literacy rate in most developing countries is much lower than the rate in developed countries.
- Adult literacy has increased in the developing countries since 1960.
- Primary school enrollment has increased since 1960.
- There are many more literate adults in the developing countries today than there were in 1960.
- Most illiterate people are poor and live in rural areas, and a disproportionate number of them are women.

Understanding the indicator (page 4)

3.1. Using the data below, calculate the adult literacy rate for countries A, B, and C. (Divide the number of literate adults by total adults; convert the decimal to a percent by multiplying by 100; round to the nearest percent.)

	Total adults	Literate adults	Adult literacy rate
Country A	27,000,000	16,000,000	[59%]
Country B	45,000,000	15,000,000	[33%]
Country C	78,000,000	76,000,000	[97%]

3.2. Based on the knowledge you already have, what are some reasons why children and young people in developing countries might not attend school?

[Schools are inaccessible, children are needed at home to help with farming, a family business, household tasks, families are too poor to pay school fees or buy school clothing, children are frequently ill, schooling may seem irrelevant.]

Interpreting the map (pages 4 and 5)

3.3. The average adult literacy rate for the world was 68% in 1980. Study the map and name five countries in which the rate is below the world average and five in which it is above the world average. Is your country's rate above or below the world average?

3.4. Use the *Comparative Data Table* from activity 2.3. Save the table for later use.

1. In column 2 at the top of the table, write the heading, Adult literacy rate, 1980.
2. Study the map on pages 4 and 5. Rank the regions in your table by adult literacy by writing a number (from 1 to 4) in column 2: 1 = highest rate, 4 = lowest.

[Latin America and the Caribbean, 1; Asia and the Pacific, 2; Southern Europe, the Middle East, and North Africa, 3; Sub-Saharan Africa, 4.]

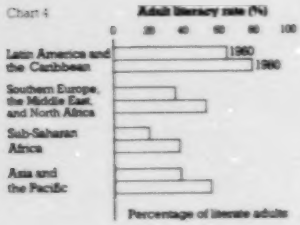
3. Name the countries in Sub-Saharan Africa and in Asia and the Pacific in which the adult literacy rate is between 75% and 100%.

Understanding the charts

Chart 4 (page 4)

3.5. Using the data in Chart 4, complete the table as nearly as you can.

	Literate adults (percent)		Illiterate adults (percent)	
	1960	1980	1960	1980
Latin America and the Caribbean	[65]	[80]	[35]	[20]
Southern Europe, the Middle East, and North Africa	[35]	[52]	[65]	[48]
Sub-Saharan Africa	[20]	[37]	[80]	[63]
Asia and the Pacific	[38]	[56]	[62]	[44]



3.6. Chart 4 shows data for developing countries only. To answer the questions below, refer to the symbols that precede country names in Table 1 on pages 12 and 13.

1. Why are data for the United States and Canada excluded from Chart 4?
   [Because they are developed countries.]
2. Data from four countries in Europe are included in Chart 4. What are the countries? Why are data included?
   [Greece, Portugal, Turkey, and Yugoslavia; because they are developing countries.]
3. Data from eight countries in Europe are excluded from Chart 4. The reason for the exclusion will be given later in the book. What are the countries? To what country group do they belong?
   [Albania, Bulgaria, Czechoslovakia, Dem. Rep. of Germany, Hungary, Poland, Romania, USSR; East European country group.]
4. Data from four countries in the Middle East and North Africa are excluded from Chart 4. The reason for the exclusion will be given later in the book. What are the countries? To what country group do they belong?
   [Kuwait, Libya, Saudi Arabia, United Arab Emirates; high-income oil-exporting country group.]
5. Why are data from Australia, Japan, and New Zealand excluded from Chart 4?
   [They are developed countries.]

3.7. Assume that you are the Minister of Education in a developing country where the adult literacy rate is 55 percent. Improving educational opportunity is a goal of your country.

1. To advance your country's educational goal, you must decide on priorities each year. Decide on one of the following as a priority for the coming year:
   - to strengthen primary education in rural areas
   - to strengthen training in skills needed for employment in small-scale businesses
   - to strengthen literacy training for adults in urban areas
   - to strengthen health education in primary schools
2. List the activities related to education in which many developing countries are engaging (see the paragraph below Chart 4).
3. In the light of your priority, decide what percentage of your annual budget you will spend on each activity listed in step (2). All activities are important, so you must spend at least 5 percent of your budget on each one.

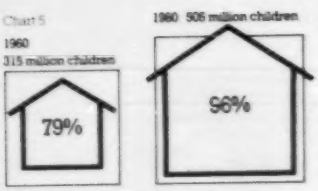


Chart 5 (page 4)

3.8. Using the data below, calculate the percentage of children enrolled in primary schools in countries A, B, and C. In the United States, the term "elementary school" is used instead of "primary school." (To do the calculation, divide the number enrolled by the total population of primary school age; convert the decimal to a percent by multiplying by 100; round to the nearest percent.)

	Total population of primary school age	Number enrolled in primary school	Percentage
Country A	12,000,000	8,000,000	[67%]
Country B	200,000,000	150,000,000	[75%]
Country C	7,500,000	1,500,000	[20%]

The percentages in the table are called "the primary school enrollment ratios." The percentages in Chart 5 in *The Development Data Book* are the primary school enrollment ratios for the developing countries in 1960 and 1980. See note 8 on page 16.

3.9. Refer to columns 6 and 7 in Table 1 on pages 12 and 13 in *The Development Data Book*.

1. Select two developed and two low-income and two middle-income developing countries. Compare the primary school enrollment ratios in these countries.
2. Compare the secondary school enrollment ratios in these countries.
3. Compare the differences in the two enrollment ratios in these countries.
4. Make a general statement comparing the difference in the two enrollment ratios in the developed and the developing countries. Based on the knowledge you already have, what do you think might explain the difference?
   [The difference between the primary and secondary school ratios is much greater in the developing than in the developed countries. Explanations might be that many students in developing countries must leave school to go to work; secondary schools may be farther away than primary schools; there are fewer of them; they may be too expensive; they may seem irrelevant.]

3.10. Listed below are some events that might occur in a family in a developing country.

- School fees are eliminated.
- By using more fertilizer, the family produces 20 percent more on its land.
- A small factory opens and offers jobs to women.
- The spring rains fail and there is a drought.
- The mother attends literacy classes.
- A school is built a mile away; the closest school previously was 20 miles away.
- The marriage contract of a young woman relative is canceled when the husband-to-be finds that she has been to primary school.
- The mother dies.
- The eldest son gets a job in a factory.
- A new baby is born.

1. Decide how each event would affect the parents' incentive to send a *son* to school. Would it increase the incentive? decrease it? have no effect?
2. Decide how each event would affect the parents' incentive to send a *daughter* to school. Would it increase the incentive? decrease it? have no effect?

Chart 6 (page 5)

3.11. Using the data in Chart 6, complete the table:

	1960	1980
Number of literate adults	[468,000,000]	[1,120,000,000]
Number of illiterate adults	[732,000,000]	[880,000,000]

How many more adults were literate in the developing countries in 1980 than in 1960? How many more were illiterate?

[Literate = 652,000,000; illiterate = 148,000,000.]

3.12. Assume that educational opportunities had remained the same in the developing countries from 1960 to 1980, and that the adult literacy rate had remained 39 percent. Assume that adult population had increased by the same amount as shown in Chart 6. How many adults would be literate in 1980? How many would be illiterate?

[Literate = 780,000,000; illiterate = 1,220,000,000.]

3.13. Using the data in the table in Activity 3.11 and the information in the paragraph to the right of Chart 6, calculate the number of illiterate people living in low-income developing countries and the number living in middle-income developing countries in 1980.

[Low-income = 68,000,000; middle-income = 270,000,000.]

3.14. World population is about equally divided between males and females. In view of this fact, explain the statement that "a disproportionate number" of the adults who lack basic literacy skills are women. Why do you think this condition exists?

Thinking about what you have learned

3.15. Recall your own primary school years. What skills did you acquire that might help with economic development?

[Students should consider attitudes, basic learning skills, and social skills such as working with peer groups.]

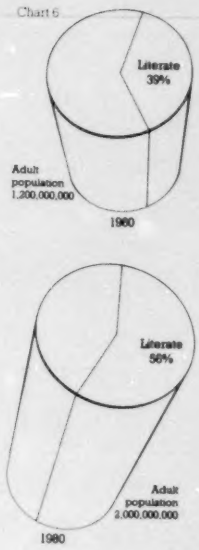
What skills do you think a teenager might have who lives in a developing country but has not attended school? How might schooling strengthen those skills and add to them? How might schooling detract from those skills?

3.16. Assume you are a member of parliament in a developing country where the adult literacy rate is low. A bill has been introduced that would take most of the funds from an adult literacy training program and add them to funds being spent on primary education. State one argument for the bill and one argument against it. Then decide how you would vote and write a speech announcing your vote.

[An argument in favor: increased adult literacy will upgrade the skills of the labor force quickly. An argument against: failure to produce literate children now means the need for adult literacy programs in the future.]

3.17. Assume you are in a position to increase adult literacy in the developing countries, although your resources are limited. Consider the following courses of action and give reasons for following or not following them. If you choose to follow none of them, state a course of action you would follow.

1. Provide more resources to low-income developing countries where the need is greatest.
2. Provide more resources to middle-income developing countries where progress has already been made.
3. Divide resources evenly between low-income and middle-income developing countries.



Supplementary activities

***3.18.** Use a world outline map from the teaching guide and data in Table 1 on pages 12 and 13 to make a map showing the increase in adult literacy since 1960. Your map will show the number of percentage points the adult literacy rate went up between 1960 and 1980.

1. Use the intervals below and make a key showing them. (See instructions for Activity 2.16 about colors or symbols.)
   0–10 percentage points
   11–20 percentage points
   21–30 percentage points
   31 and more percentage points
2. Refer to column 5 in Table 1 on pages 12 and 13. Use the data in Table 1 to make the map.
3. Study the map you have made. Then rank the groups of countries listed below by the improvement in adult literacy since 1960 (1 = greatest improvement, 5 = least improvement): the developed countries; Latin America and the Caribbean; Southern Europe, the Middle East, and North Africa; Sub-Saharan Africa; Asia and the Pacific.
   [Sub-Saharan Africa, 1; Southern Europe, the Middle East, and North Africa, 2; Asia and the Pacific, 3; Latin America and the Caribbean, 4; the developed countries, 5.]
4. In what way are the developed countries ahead of the developing countries in adult literacy? In what way are the developing countries ahead of the developed countries?

3.19. Continue with the *Comparative Data Table* you began in Activity 2.17.

1. Write the following headings for the columns:
   (5) Adult literacy rate, 1980
   (6) Primary school enrollment ratio, 1980
   (7) Secondary school enrollment ratio, 1980
2. Refer to columns 5 through 7 in Table 1 on pages 12 and 13 in *The Development Data Book* and to the notes on page 16 about primary and secondary school enrollment ratios. Then use the data in Table 1 to complete your table.
3. In a few sentences, explain why the adult literacy rates and school enrollment ratios are different in the developed and the developing countries.

4. Population Growth Rate

(Pages 6 and 7 in *The Development Data Book*)

The *population growth rate* is the increase in a country's population during a period expressed as a percentage of the population at the start of the period. It reflects the number of births and deaths during the period, and the number of people moving to and from the country.

- Population growth rates are much higher in the developing countries than in the developed countries.
- Population growth rates are high in the developing countries because of the big difference between birth rates and death rates.
- The average population growth rate for the developing countries was lower in the 1970s than in the 1960s, but annual increases in population were bigger—because population was bigger.
- There will be almost 2 billion more people in the world in 2000 than there are today, and 9 out of 10 of them will be in the developing countries.
- Population growth in the developing countries between now and the end of the century will make it more difficult to raise standards of living in those countries.

Understanding the indicator (page 6)

4.1. Calculate the annual population growth rate for countries A, B, and C using this formula:

Population increase in a year	÷	Population at the start of the year	×	100	=	Annual population growth rate (%)

	Population at the start of the year	Population at the end of the year	Population increase during the year	Annual population growth rate
Country A	22,000,000	22,400,000		
Country B	8,500,000	8,800,000		
Country C	400,000,000	410,000,000		

Average annual population growth rates for a period of years provide a better picture than annual rates. For this reason, they are used in the map on pages 6 and 7 and in column 9 of Table 2 in *The Development Data Book*. Calculating any growth rate for a period longer than a year requires more complicated mathematical formulas than the one used to calculate an annual rate.

4.2. Population growth rates are small numbers, but they have big effects on the population of countries.

1. Refer to columns 8 and 9 in Table 2 on pages 14 and 15 of *The Development Data Book*. Find the population of Kenya in mid-1981 and the average annual population growth rate for 1960–81.
2. Calculate the increase in population in Kenya by mid-1982, assuming that the population growth rate remained the same. Convert the percent to a decimal and multiply; that is, 3.7% = .037.
3. Calculate the increase in population by mid-1982 if the population growth rate were 1.1%.

4.3. If a population growth rate is low, population is growing slowly. If it is high, population is growing rapidly. To understand what "slow" and "rapid" mean, calculate how long it takes populations to double when they are growing at various rates and the rates stay the same.

1. The time it takes any population to double can be estimated by dividing the number 70 by the population growth rate. The result is a number of years. Calculate the doubling time of populations growing at the rates shown on the map on pages 6 and 7.
2. Is 3% a rapid growth rate? Why or why not? Is 2% a rapid growth rate? Why or why not? Is 1% a rapid growth rate? Why or why not?
3. Refer to column 9 in Table 2 on pages 14 and 15. Calculate the population doubling time for the following countries.
   - your own country
   - Chile
   - Turkey
   - Tunisia
   - Zambia
   - Nepal

Interpreting the map (pages 6 and 7)

4.4. Study the map and do the following.

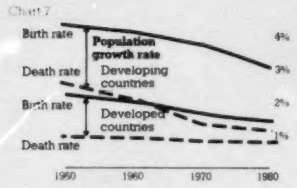
1. Name five countries with population growth rates of 3% or more, five with rates of 2% to 3%, and five with rates of 2% or less.
2. In what region is the population growth rate less than 1% in all countries but seven? Name the seven countries.
   [Europe; Albania, Netherlands, Romania, Spain, Turkey, USSR, Yugoslavia.]

4.5. Use the *Comparative Data Table* from Activities 2.3. and 3.4.

1. In column 3 at the top of the table, write the heading, Average annual population growth rate, 1960–81. Read the note about the indicator on page 16.
2. Study the map on pages 6 and 7. Rank the regions in your table by population growth rate by writing a number (from 1 to 4) in the spaces in column 3: 1 = lowest, 4 = highest.
   [Asia and the Pacific, 1; Latin America and the Caribbean, 2; Sub-Saharan Africa, 3; Southern Europe, the Middle East, and North Africa, 4.]

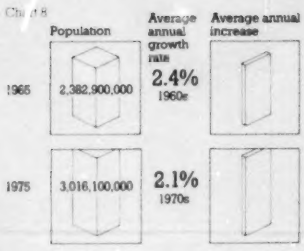
Understanding the charts

Chart 7 (page 6)



4.6. Study Chart 7 and the paragraph below it. Explain the chart.

1. Why have death rates declined in the developing countries since 1950? What does the phrase "modern medical methods" mean?
2. Why do you think birth rates declined more slowly?
   [Couples continued to have many children, even though more of them were surviving.]
3. Why do you think women who have had some education have fewer babies than women who have had no education?
   [Their children are more likely to be healthy, so more survive infancy; they may hold jobs away from home; they may marry later; they may want fewer children; they may be more willing to practice family planning.]



4.7. Use a *Comparative Data Table* from the teaching guide to calculate birth rates, death rates, and population growth rates for four countries in 1981.

1. In the column at the left of the table, write the following countries: Canada, Argentina, Sierra Leone, China.
2. Write the following headings for the columns on the table (dates for all columns are 1981, except as noted):
   (1) Population, mid-1981
   (2) Births
   (3) Birth rate
   (4) Deaths
   (5) Death rate
   (6) Population growth rate
   (7) Average annual population growth rate, 1960–81
3. Refer to column 8 in Table 2 on pages 14 and 15 in *The Development Data Book*. In column 1 of your table, write the population of the four countries. Convert the decimals in Table 1 into whole numbers in your table. That is, Canada = 24.2 million in Table 1; write 24,200,000 in your table.
4. Births and deaths in the four countries in 1981 were as follows. Write these amounts in columns 3 and 5 of your table.

	Births	*Deaths*
Canada	387,200	169,400
Argentina	564,000	253,800
Sierra Leone	165,600	64,800
China	20,817,300	7,930,400

5. Calculate birth rates, death rates, and population growth rates using these formulas:

Number of births ÷ Population × 100 = Birth rate (%)

Number of deaths ÷ Population × 100 = Death rate (%)

Birth rate (%) − Death rate (%) = Population growth rate (%)

6. Refer to Table 2 on pages 14 and 15. Write the average annual population growth rate, 1960–81 in column 7 of your table. Why do the rates in columns 6 and 7 of your table differ?
   [Table 2 shows the average annual rate for 21 years; yours shows the rate for 1981.]

Chart 8 (page 6)

4.8. Using the data in Chart 8, complete the table (convert the percentage to a decimal and multiply, that is, 2.4% = .024):

	Population of developing countries	Average annual population growth rate	Population increase
1965	[2,382,900,000]	[2.4%]	[57,190,000]
1975	[3,016,000,000]	[2.1%]	[63,338,000]

4.9. Do you agree or disagree with the following statement? Give reasons for your answer.

Population growth is not a problem in the developing countries because population growth rates are going down.

Chart 9 (page 7)

4.10. Using the data in Chart 9, complete the table:

	1981	2000
Developing countries	[3,300,000,000]	[4,900,000,000]
Developed countries	[700,000,000]	[800,000,000]
Others	[400,000,000]	[500,000,000]

Make two pie charts showing the proportion of total population in the three groups of countries shown in Chart 9 and on your table. Make one chart for 1981 and one for 2000.

***4.11.** Make a bar graph showing world population in 1981 and estimates of world population in 2000 for the six regions of the world shown in Table 2 on pages 14 and 15. (See also Supplementary activity 4.16.)

1. On the vertical axis of the graph, write the regions, leaving enough space between them for two bars (one for 1981 data and one for 2000 data) and a space.
2. On the horizontal axis of the graph, mark off spaces for 0, 0.5 billion, 1.0 billion, and so forth, up to 3.5 billion.
3. Make a key for the graph, showing different colors or line patterns for 1981 data and 2000 data.
4. Refer to columns 8 and 10 in Table 2; make a table showing the total population of the regions in 1981 and 2000. Round to the nearest million. Plot the data on the bar graph.
5. Write a sentence summarizing the information on the graph.

4.12. Why are the developing countries taking steps to reduce population growth? What steps are they taking?

Thinking about what you have learned

4.13. The conditions listed below apply to many people living in developing countries. Consider each condition. If you lived in a developing country and the condition applied to you, would it make you want many children someday, or few? Why?

- You are very poor. You have five brothers and six sisters.
- You have gone through secondary school; so have most of the boys and girls you know.
- Your grandparents have fourteen children; seven lived to be adults. You have five brothers and sisters; four other siblings died.
- The adults around you who have many children are more respected than those who have only a few.
- You have heard radio programs sponsored by your government telling parents that if they have fewer children, they can offer those children more opportunities.
- In your society, elderly people who are too old to work are cared for by their adult children.

4.14. Assume that you are the Prime Minister of a developing country in which the population growth rate is 3 percent a year. Your government has adopted a policy of reducing the rate to 2 percent by the end of the century.

Listed below are some activities that will help your country reach that goal. You cannot undertake all the activities at once. Choose the *five* that you will undertake first. (There are no "correct" choices.)

- Start a campaign of billboards, radio spots, and newspaper ads that portray small families as desirable.
- Give a speech on your country's Independence Day stating that your country will be better off if population growth slows down.
- Have the Ministry of Health train more people to provide family planning services in rural health clinics and urban hospitals.
- Persuade schools that train doctors, nurses, and paraprofessionals to teach their students how to provide family planning services.
- Ask national heroes in sports and entertainment to support family planning.
- Have the Ministry of Education develop a curriculum for secondary schools about population.
- Encourage parents to send their daughters to school.
- Have the national university do research to determine how to persuade more couples to practice family planning.
- Enact a law that will raise the taxes of couples who have more than three children.
- Have the Department of Industries develop job training programs for women.
- Set up a medical care plan for the elderly.

Supplementary activities

4.15. Migration to or from countries has a big effect on population in only a few developing countries. A population growth rate of 4 percent and more is usually a sign that people are migrating to a country.

Refer to column 9 in Table 2 on pages 14 and 15. List the countries with population growth rates of 4 percent and more in 1960–81. What reasons can you give for migration to those countries?

[Ivory Coast, Kuwait, Libya, Saudi Arabia, United Arab Emirates: employment opportunities are greater than in neighboring countries.]

***4.16.** [This activity is for students who have done Activity 4.11.]

1. One reason the population of Asia and the Pacific region is so large is that the region includes China and India, which together accounted for about 40 percent of the world's population in 1981.
2. Calculate the total population of China and India for 1981 and 2000. Add two bars to the graph you made in Activity 4.11 that show the population of China and India as part of the total population of the region in 1981 and 2000.
3. The average annual population growth rate for China in column 9 in Table 2 is for 1960–81. The rate for the 1970s was significantly lower than the rate for the 1960s: 2.3 percent for the 1960s and 1.5 percent for the 1970s. See if you can find information about the steps China is taking to reduce population growth.

4.17. This activity demonstrates how much family size can influence a country's population.

1. Four members of the class are to be two couples. Couple A and their descendants will always have two surviving children; Couple B and their descendants will always have three.
2. Couple A is to select two members of the class as their children; Couple B is to select three members of the class as their children.
3. The children of Couples A and B are to select members of the class as their spouses. The children of Couple A and their spouses are Couples C and D; the children of Couple B and their spouses are Couples E, F, and G.
4. Couples C and D are each to select two members of the class as their children. Couples E, F, and G are each to select three members of the class as their children. How many children do Couples C and D have? Couples E, F, and G? [Couples C and D=4; E, F, and G=9]
5. Continue the activity through another generation (the fourth); members of the class already selected will have to be selected again. At the end of the generation, there will be eight children who are descendants of Couple A and 27 who are descendants of Couple B.

5. GNP per Capita

(Pages 8 and 9 in *The Development Data Book*)

GNP per capita is the dollar value of a country's annual production of goods and services (its GNP) divided by its population. It reflects the value of a country's economic activity.

- GNP per capita is much lower in the developing countries than in the developed countries.
- It is low in the developing countries because they produce only a quarter the dollar value of goods and services the developed countries produce but have almost five times the population.
- Between 1960 and 1981, GNP per capita grew at about the same rate in the developing as in the developed countries; GNP and population grew faster in the developing countries.
- Nearly half the world's people live in low-income developing countries where GNP per capita, on average, is $275.

Understanding the indicator (page 8)

5.1. Read the note on page 16 of *The Development Data Book* about gross national product (GNP). The items listed below would be included in calculating a country's GNP. Which items are goods? Which are services?

- food
- lumber
- a highway
- teachers' salaries
- nuclear-powered submarines
- haircuts
- lawyers' fees
- life insurance
- an electric power station
- government-sponsored research
- home computers

5.2. Calculate GNP per capita for countries A, B, and C, using this formula:

GNP ÷ Population = GNP per capita

	GNP	Population	GNP per capita
Country A	$1,269,800,000	90,700,000	[$140]
Country B	$297,390,000,000	991,300,000	[$300]
Country C	$1,185,408,000,000	117,600,000	[$10,080]

The countries in the table are in Asia and the Pacific. Refer to column 11 in Table 2 on pages 14 and 15 and identify the countries.

(Bangladesh, China, Japan.)

Interpreting the map (pages 8 and 9)

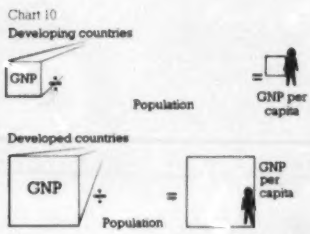
***5.3.** Compare GNP per capita in developed and developing countries.

1. Study the map and select four countries—your own, one developed country, one low-income and one middle-income developing country.
2. Refer to column 11 in Table 2 on pages 14 and 15 and find the GNP per capita in 1981 for each country you selected.
3. How many times larger is GNP per capita in the developed country than in the two developing countries? (Divide GNP per capita in the developed country by GNP per capita in each of the developing countries.)

5.4. Countries are grouped in *The Development Data Book* by region and by GNP per capita. Read note 1 about country groups on page 16 and study the map on pages 8 and 9. Then answer the following questions.

1. What is the GNP per capita for low-income developing countries? [Less than $410] Name one low-income developing country in Latin America and the Caribbean, four in Sub-Saharan Africa, and four in Asia and the Pacific.
2. What is the range of GNP per capita for middle-income developing countries? [$420 to $5,670] Because that range is so great, middle-income developing countries are divided into two subgroups. What are the names of the subgroups? What is the range of GNP per capita for each?
   [Lower middle-income developing countries, $420 to $1,630; upper middle-income developing countries, $1,640 to $5,670.]
3. Name four lower middle-income countries in each of the following regions:
   - Latin America and the Caribbean
   - Southern Europe, the Middle East, and North Africa
   - Sub-Saharan Africa
   - Asia and the Pacific

   Name two upper middle-income countries in each region except Sub-Saharan Africa.
4. Name two developed countries in North America; name four in Europe and three in Asia and the Pacific.
5. Name the four countries in the Middle East and North Africa shown on the map by diagonal lines. Why are these countries not included among the developed or developing countries? Give the following indicators for these countries: GNP per capita, life expectancy, the adult literacy rate, and the population growth rate. What do you think might explain the population growth rate?
6. Why are Eastern European countries not included in the developed or the developing country groups in *The Development Data Book?*



Understanding the charts

Chart 10 (page 8)

5.5. Write one or two sentences to summarize the information in Chart 10 about production, population, and per capita production in the developed and the developing countries.
[Production in the developing countries is much less than in the developed countries and population is much larger; therefore, the per capita share of total production is much smaller.]

5.6. [This activity is presented in two versions that take different amounts of time.]

Listed below are some activities that would help increase economic growth in a low-income developing country. Assume that you are one of the following:

- an official of the government's Ministry of Planning
- a wealthy citizen who wants to invest his money so he can earn more money
- an executive in a private foundation in a developed country

(Short version) In the role you have selected, list the activities in the order in which you would undertake them. Disregard the cost of the activities. There is no "correct" order.

(Long version) In the role you have selected, assume that you have $3,000,000 to spend in the coming year. What combination of activities would you finance? There is no "correct" combination of activities.

1. Build primary schools for 200 students in 50 villages. (Cost: $2,000,000)
2. Resurface and broaden a highway carrying lumber from a forest to a seaport from which it can be exported. (Cost: $2,000,000)
3. Build, furnish, and equip four-room health centers to provide basic health care in 30 villages. (Cost: $2,000,000)
4. Install systems to bring water into 200 villages. (Cost: $1,000,000)
5. Make funds available to banks so they can make loans of $2,000 with low interest charges to 500 farmers. (Cost: $1,000,000)
6. Build a small factory to make bicycles in the capital city; develop a program to train slum dwellers as workers. (Cost: $1,000,000)
7. Equip 20 minibuses to provide health care and family planning services in remote villages; train and pay salaries of workers on the buses. (Cost: $500,000)
8. Train 100 high school graduates to teach in village schools and run adult literacy programs. (Cost: $300,000)
9. Train 50 village field workers and pay their salaries for a year; each will teach 100 farmers to use a new kind of seed that will increase production. (Cost: $250,000)
10. Make a preliminary survey of energy resources as a first step to reduce oil imports. (Cost: $100,000)

Chart 11 (page 8)

5.7. Annual growth rates for GNP per capita are calculated in the same way that annual population growth rates are calculated. Calculate the GNP per capita growth rate for countries A, B, C, and D using this formula:

GNP per capita increase in a year	÷	GNP per capita at the start of the year	×	100	=	Annual GNP per capita growth rate (%)

	GNP per capita at the start of the year	GNP per capita at the end of the year	GNP per capita increase during the year	Annual GNP per capita growth rate
Country A	$113	$110	[−$3]	[−2.7%]
Country B	$840	$860	[$20]	[2.4%]
Country C	$1,220	$1,260	[$40]	[3.3%]
Country D	$1,590	$1,700	[$110]	[6.9%]

Average annual GNP per capita growth rates for a period of years provide a better picture than rates for a single year; they are used in column 12 of Table 2 in *The Development Data Book*. Calculating any growth rate for a period longer than a year requires more complicated mathematical formulas than the one used to calculate an annual rate.

***5.8.** Using the data in Chart 11, complete the table as nearly as you can:

	GNP per capita growth rate	GNP growth rate	Population growth rate
All developing countries	[3.3%]	[5.6%]	[2.3%]
Low-income	2.9%	5.0%	2.1%
Middle-income	3.7%	6.2%	2.5%
Developed countries	[2.4%]	[4.3%]	[0.9%]

1. Study Chart 11 and the table. Compare the low-income developing, middle-income developing, and the developed countries.
   - In which group is GNP per capita growing most rapidly? most slowly?
     [Middle-income; low-income]
   - In which group is GNP growing most rapidly? most slowly?
     [Middle-income; developed]
   - In which group is population growing most rapidly? most slowly?
     [Middle-income; developed]
2. Do you agree with the following statement? Why or why not?
   Raising standards of living in the developing countries depends on one thing only: reducing population growth.

5.9. Refer to column 12 in Table 2 on pages 14 and 15 to answer the following questions.

1. In how many countries was the average annual GNP per capita growth rate in 1960–81:
   - less than 1.0%? [24]
   - 1.0% to less than 2.5%? [26]
   - 2.5% to less than 4.0%? [34]
   - 4.0% and over? [23]
2. List the countries in which GNP per capita has declined since 1960: that is, those countries with growth rates of less than zero.

Chart 12 (page 9)

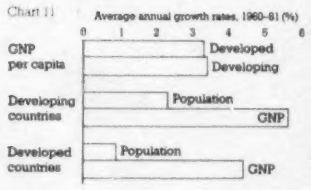
5.10. Make a table showing the data in Chart 12.

5.11. How many times greater is the average GNP per capita in the developed countries than in the low-income developing countries?
[$11,100 ÷ $275 = 40 times]

Thinking about what you have learned

5.12. Is there a correlation between GNP per capita and other indicators? To answer this question, use a *Comparative Data Table* from the teaching guide.

1. Select one country from each of the first four groups of countries shown in the map on pages 8 and 9. Select countries from different regions of the world. Write their names in the column at the left of the table. Add the name of your country.
2. Write the following headings for the columns:
   (1) GNP per capita, 1981
   (2) Life expectancy at birth, 1981
   (3) Adult literacy rate, 1980
   (4) Population growth rate, 1960–81
3. Refer to Tables 1 and 2 on pages 12 to 15 and fill in the columns of your table. If data for one of the indicators are not available, select another country from the same income group and region.
4. Study your table and answer the following questions.
   - In the low-income country where GNP per capita is lowest, are the other indicators high or low?
   - In the middle-income countries, are the other indicators higher or lower than in the low-income country?
   - In the developed country where GNP per capita is highest, are other indicators higher or lower than in the developing countries?
   - Why is GNP per capita a good general indicator of the standard of living of a country? Why is it not?



5.13. The table below gives estimates of the total goods and services produced in the developed and developing countries in 1981.

	Total goods and services	Population
Developing countries	$2,000,000,000,000	
Developed countries	$8,000,000,000,000	

1. Complete the table above, using population data for 1981 from Chart 9 on page 7.
2. Make two pie charts, one showing goods and services produced in both groups of countries, and one showing population in both groups of countries.
3. Divide the class into two groups representing the developed and the developing countries. One group should be 1/6 of the class, the other 5/6. Distribute 25 pieces of paper, cookies, or candy bars: 20 to the group with 1/6 of the class and five to the group with 5/6 of the class.
4. Discuss the following statement:

   About 1/6 of the world's people have about 4/5 of the world's goods and services; the remaining 5/6 have only about 1/5 of the world's goods and services.

Supplementary activities

***5.14.** [This activity requires four transparencies made from the world outline map in the teaching guide, four transparency markers in colors ranging from light to dark, and an overhead projector. The class should be organized in four groups.]

Many important changes accompany economic development in a country. One is that the percentage of workers employed in agriculture goes down. Refer to column 13 in Table 2 on pages 14 and 15 and to note 16 on page 16.

1. The percentage of the labor force employed in agriculture went down in the developing countries in the last 20 years. What do you think might explain that change?

   [Agriculture became more efficient, more people were employed in industry, the amount of industry increased, and so forth.]

2. Study column 13 in Table 2. In how many countries was the percentage of the labor force in agriculture:
   - Less than 25%?
   - 25% to 50%?
   - 51% to 75%?
   - 76% and over?
3. What percentage of the labor force was in agriculture in the following countries in 1980?
   - United Kingdom
   - United States
   - Chad
   - Nepal
4. Each group is given a transparency and a marker and is to show on its transparency the countries in one of the percentage groups in step (2) above. The lightest color should be used for countries with a percentage of 75% and over, the darkest for countries with less than 25%. When the transparencies are completed, the teacher is to assemble them on an overhead projector.
5. Compare the projected map with the map of GNP per capita on pages 8 and 9 of *The Development Data Book*. What correlation do you see between GNP per capita and the percentage of the labor force in agriculture?

   [Countries with low GNP per capita have a high percentage of the labor force in agriculture.]

***5.15.** [This activity requires the same materials as Activity 5.14. See the introductory note for that activity.]

An important change that accompanies economic development is that more energy is consumed. Refer to column 14 in Table 2 on pages 14 and 15 and to note 17 on page 16.

1. Energy consumption per capita increased in most developing countries in the last 20 years. What do you think might explain that increase?

   [The development of new energy sources, increased construction, transportation, and industry, and so on.]

2. Study column 14 in Table 2. In how many countries in 1981 was energy consumption per capita:
   - Less than 500 kg?
   - 500 kg to less than 1,000 kg?
   - 1,000 kg to less than 3,000 kg?
   - 3,000 kg and more?
3. What was the energy consumption per capita in the following countries in 1981?
   - United Kingdom
   - United States
   - Chad
   - Nepal
4. Repeat step (4) in Activity 5.14. The lightest color should be used for countries with energy consumption per capita of less than 500 kg, the darkest color for countries with consumption of 3,000 kg and more.
5. Compare the projected map with the map of GNP per capita on pages 8 and 9 of *The Development Data Book*. What correlation do you see between GNP per capita and energy consumption per capita?

   [Countries with low GNP per capita have low energy consumption.]

6. Merchandise Exports

(Pages 10 and 11 in *The Development Data Book*)

Merchandise exports are the goods a country sells to other countries; they account for most of a country's exports. Their value influences how much a developing country can import and how much it can borrow abroad.

- The merchandise exports of the developed countries are much greater than those of most developing countries.
- The merchandise exports of almost all countries have increased since 1960.
- The amount of money a developing country receives from exports, new loans, and some other sources determines the amount it has available each year for imports, payments on earlier loans, and some other payments.
- Economic events in the late 1970s and early 1980s have created severe problems for the developing countries.
- Those problems will be eased when the world economy recovers from recession and world trade expands.

Understanding the indicator (page 10)

6.1. Merchandise exports make up most of a country's trade. Discuss the following questions.

1. Why do countries trade?

2. What are *exports?*

   What are *imports?*

3. What makes trade between countries more complicated than trade within a country?

4. Study the diagram in the color band at the top of page 11. Explain what it shows. Then fill in the blanks in the sentences:

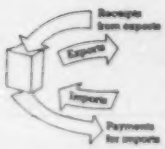
   A country sells some of what it produces (its _____) to other countries. In return, it receives money from the other countries. It can use the money to pay for things it buys from other countries (its _____).

6.2. The following are included in a country's exports, but they are not merchandise exports. Why?

- Shipping services provided to people in other countries.
- Fares paid to a country's airline by foreigners.

6.3. Countries pay for their imports mostly with the money they make from exports. Most developing countries import more than they export, and they pay most of the difference by borrowing. With these facts in mind, answer the following questions.

1. If country A exports 100 metric tons of coffee to Country B for $2,000 per ton, how much can it spend on imports?
2. If Country A uses all the money it earns by exporting coffee to buy 20 trucks from Country B at $15,000 each, how much must it borrow to pay for the trucks?
3. Under which of the conditions below would a foreign bank be more likely to lend to Country A? Why?
   - Country A regularly exports 5,000 metric tons of coffee and other products.
   - Country A's exports have been declining.
4. How do Country A's exports influence how much it can import and borrow abroad?



Interpreting the map (pages 10 and 11)

6.4. In each of the following regions, name one country in each group shown on the map: North and Central America; South America; Europe, the Middle East, and North Africa; Sub-Saharan Africa; Asia and the Pacific. (You will not be able to name a country in all groups in all regions.)

6.5. Use the key in the map on page 11 to provide headings for the columns in the table below.

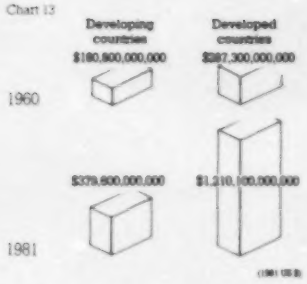
	Less than $1 billion	$1–$15 billion	$15–$30 billion	More than $30 billion	Data not available
Low-income	[24]	[6]	[2]	[0]	[3]
Middle-income	[3]	[41]	[9]	[0]	[2]

1. Refer to column 15 in Table 2 on pages 14 and 15 and to the symbols in the table that indicate the income group each country belongs to. Use the spaces in the table above to tally the low-income and middle-income countries in the groups shown on the map.
2. Make a general statement that compares the value of merchandise exports by low-income and by middle-income developing countries.

Understanding the charts

Chart 13 (page 10)

Chart 13



6.6. Study Chart 13 and the paragraph below it. How many times larger was the value of merchandise exports in 1981 than in 1960:

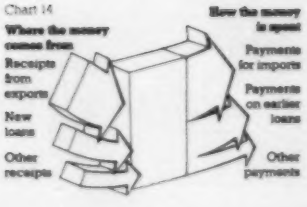
- in the developing countries? [2 times]
- in developed countries? [more than 4 times]
- in both groups of countries? [3 times]

How can increased exports help increase GNP per capita in developing countries?
[Increased exports make more imports possible, and imports can help speed economic development.]

6.7. Refer to Activity 5.6, which lists activities that would help to increase economic growth in a low-income developing country. Consider each activity. Would it require imports? If so, list them.

Chart 14 (page 10)

Chart 14



6.8. This activity and Activities 6.9, 6.10, and 6.11 use data from Brazil and Malawi to illustrate Charts 14 and 15. The expression (1981 US$) means that data are expressed in 1981 U.S. dollars. They have been adjusted for inflation and are thus comparable.

The data in the following table show where the money for foreign trade came from and how it was spent in Brazil and Malawi in 1970.

Where the money came from, 1970
(1981 US$)

	Brazil	Malawi
Receipts from exports	$ 8,104,000,000	$213,000,000
New loans[1]	4,644,000,000	99,000,000
Other receipts	0	42,000,000[2]
Total receipts	[$12,748,000,000]	[$354,000,000]

How the money was spent, 1970
(1981 US$)

	Brazil	Malawi
Payments for imports	$10,335,000,000	$338,000,000
Payments on earlier loans[3]	1,761,000,000	16,000,000
Other payments	652,000,000[4]	0
Total payments	[$12,748,000,000]	[$354,000,000]

1. Brazil's loans were mainly from commercial banks; Malawi's were mainly on special terms from international institutions and the foreign aid agencies of other countries.
2. Receipts from other sources (such as grants from private organizations and the foreign aid agencies of other countries) minus other payments.
3. Includes principal and interest.
4. Other payments (such as money that Brazilians invest overseas) minus receipts from other sources.

1. Calculate total receipts and payments for both countries in 1970. How many times greater were the amounts for Brazil than the amounts for Malawi? [36 times]
2. To compare the data in the table for the two countries, the difference between the populations must be taken into account. Use the *Foreign Trade Chart* from the teaching guide to calculate the amounts in the table above on a per capita basis.
   - In the space provided on the chart, write the year for which calculations are made.
   - Populations in 1970 were: Brazil, 95,000,000; Malawi, 5,000,000.
   - Round the per capita amounts to the nearest dollar.
3. Study the *Foreign Trade Chart* and answer these questions.
   - How much more were total receipts and payments per capita for Brazil than for Malawi? [About 2 times]
   - Which country was better able on a per capita basis to produce goods and services for export? [Brazil]
   - Which borrowed more per capita? [Brazil]
   - Which was better able to speed up economic development by importing goods and services? [Brazil]
   - Which spent more per capita to pay principal and interest on loans? How many times more? [Brazil, about 6 times more.]

Chart 15a (page 11)

6.9. Brazil and Malawi spent much more for oil imports in 1981 than in 1970—partly because more oil was consumed, but mostly because the price of oil increased.

Use the data in the table below to make pie charts showing the percentage of import expenditures that went for oil in both countries in 1970 and 1981. Make two pie charts for each country, one for 1970 and one for 1981.

	Brazil	Malawi
1970	9%	4%
1981	31%	11%

1. What steps do you think each country might have taken as a result of the increase in oil prices?

2. What are some of the effects an increase in oil prices might have had on oil-exporting developing countries?

Chart 15b (page 11)

6.10. The table below shows the amounts of principal and interest Brazil and Malawi paid back on earlier loans in 1981. Add the data for 1970 from Activity 6.8.

	Brazil		Malawi	
(1981 US$)	1970	1981	1970	1981
Payments on earlier loans		$15,287,000,000		$89,000,000
Total payments		$54,242,000,000		$572,000,000
Payments on earlier loans as a percentage of total payments				

1. Calculate the percentage of the total payments of each country that went for payments on earlier loans in 1970 and 1981. (Divide payments on earlier loans by total payments; convert the decimal to a percent by multiplying by 100; round to the nearest percentage.) What happened to that percentage between 1970 and 1981 in both countries?

2. Look again at the part of Chart 14 that shows how the money for foreign trade is spent. If more of it goes for payments on earlier loans, what happens to the amount that can be spent on imports?

Chart 15c (page 11)

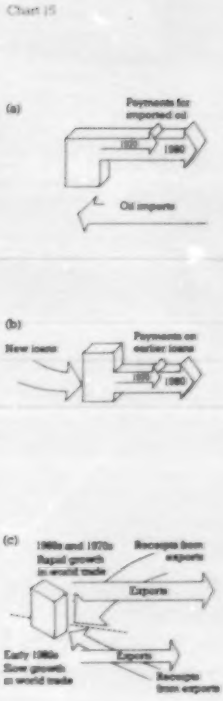
6.11. Use the data in the table below to make line graphs showing the exports and imports in Brazil and Malawi in 1978–82. For Brazil, use a scale of $16, 18, 20 and so forth to $42 billion. For Malawi, use a scale of $200, 250, 300, and so forth to $600 million. Make one graph for each country; show exports as a solid line and imports as a line of dashes.

	Brazil (millions)		Malawi (millions)	
(1981 US$)	Exports	Imports	Exports	Imports
1978	$17,350	$25,873	$284	$491
1979	19,434	30,755	296	569
1980	23,058	35,889	361	564
1981[1]	27,006	38,955	329	483
1982	23,704	40,171	285	406

1. Amounts here include services and thus differ from those in column 15 in Table 2 on pages 14 and 15 of *The Development Data Book*.

1. What is the relationship between exports and imports in both countries in the period the graphs show?

2. Refer to Chart 15c and to your graphs. What happened in the early 1980s to world trade? What happened to exports and imports in Brazil and Malawi in the early 1980s?



Thinking about what you have learned

***6.12.** Because of the economic events in the late 1970s and early 1980s, the debt of the developing countries has increased. It is much larger in some developing countries than in others, but it is larger in all but a few of them than it was in 1970. To understand that debt and what must be done to deal with it, study the table below and answer the questions.

(1981 US$)	1970	1981
Debt	$180,400,000,000	$491,600,000,000
Receipts from exports	178,600,000,000	481,600,000,000
Payments on earlier loans		
Principal	(17,400,000,000)	(46,500,000,000)
Interest	(7,000,000,000)	(41,200,000,000)
Total	[$24,400,000,000]	[$87,700,000,000]

1. Compare the 1981 amounts for debt and exports with the 1970 amounts.
   - How many times greater was debt in 1981? [2.7 times]
   - How many times greater were exports? [2.7 times]
   - Would you say that exports kept up with debt from 1970 to 1981? Why is that important? [Because exporting enables the developing countries to import and repay loans.]
2. Compare total payments on earlier loans in 1970 and 1981.
   - Calculate total payments in both years by adding principal and interest.
   - How many times greater were total payments in 1981? [3.4 times]
   - What effect did increased payments on earlier loans have on the ability of the developing countries to import? [The amount available was reduced.]
3. Compare the percentages of total payments on earlier loans that went for principal and interest in 1970 and 1981.
   - What percentage of payments went for principal in 1970 and 1981? Interest? (Divide principal and interest by the total; multiply by 100.) [Principal: 1970, 71%; 1981, 53%. Interest: 1970, 29%; 1981, 47%.]
   - What effect would increased interest rates have on economic development? [A smaller amount of money would be available for importing goods and services.]
4. What is the effect on the debt of the developing countries if the growth of world trade slows down? speeds up? [With a slow down in world trade, exports fall and the ability to import and to repay loans declines. With a speed up in world trade, exports increase and the ability to import and to repay loans increases.]

6.13. Most of the cost of economic development is met by the people of the developing countries: from their taxes, their savings, their exports, and loans from their banks. But grants and loans—from private organizations, international institutions, commercial and investment banks, and the foreign aid agencies of the governments of other countries—speed economic development. Mainly, they provide money for imports and expert advice. For the poorest countries, financial assistance is essential for standards of living to rise.

1. The table below shows the financial assistance that 24 countries provided to the developing countries in 1981, either directly through their foreign aid agencies or indirectly through international institutions. Rank the countries by the amount of their aid and by the percentage of GNP their aid represented.

	GNP per capita	Aid 1981 (millions)	Aid as a percentage of GNP
United Arab Emirates	$24,660	$ 799	2.9
Kuwait	20,900	685	2.0
Switzerland	17,430	237	0.2
Sweden	14,870	919	0.8
Norway	14,060	467	0.8
Germany, Fed. Rep.	13,450	3,181	0.5
Denmark	13,120	403	0.7
United States	12,820	5,782	0.2
Saudi Arabia	12,600	5,798	4.8
France	12,190	4,177	0.7
Belgium	11,920	575	0.6
Netherlands	11,790	1,510	1.1
Canada	11,400	1,189	0.4
Australia	11,080	649	0.4
Finland	10,680	135	0.3
Austria	10,210	313	0.5
Japan	10,080	3,171	0.3
United Kingdom	9,110	2,194	0.4
Libya	8,450	105	0.4
New Zealand	7,700	68	0.3
Italy	6,960	666	0.2
Venezuela	4,220	67	0.1
Algeria	2,140	65	0.2
Nigeria	870	149	0.2

2. In the following list are some of the national and international institutions and organizations that provide grants and loans to the developing countries.
   - Decide in which of these groups each belongs:
     foreign aid agencies of governments
     banks (commercial and investment)
     churches and private organizations
     international institutions.
   - Decide in which of these countries the national institutions or organizations are located: Canada, France, Germany, Japan, Sweden, U.K., U.S.

- Bank of Montreal
- Catholic Relief Services
- Fonds d'Aide et de Cooperation
- United Nations Children's Fund (UNICEF)
- Chase Manhattan Bank
- Mitsubishi Bank
- Secours Popularie Francais
- Welthungerhilfe
- Arab Fund for Economic and Social Development
- World Bank
- Bundesministerium fuer wirtschaftliche Zusammenarbeit
- USAID
- Nordiska Investerings Banken
- Save the Children Foundation
- Deutsche Bank
- Asian Development Bank
- Overseas Development Ministry
- Unitarian Service Committee of Ottawa
- Lutherjälpen
- Banque Nationale de Paris
- Lloyds Bank, Ltd.

***6.14.** Refer to column 15 in Table 2 on pages 14 and 15 and to the data in the table below. Then calculate the value of merchandise exports that went from each country in the table to the developing countries in 1981.

	Percentage of merchandise exports to developing countries	Value of merchandise exports to developing countries
Canada	12%	
United States	39%	
United Kingdom	24%	
Australia	43%	

1. Assume that the countries in the table (1) increased their exports to the developing countries, and (2) exported the same amount or increased their exports to their other trading partners. What would be the effect on employment and on the production of goods and services in the countries in the table?

2. What would be the effect on the developing countries if the developed countries they trade with did the following:
   - placed a quota on imports from the developing countries?
   - placed a tariff on imports from them?
   - imported more from them?

Supplementary activity

***6.15.**

Compare the data about foreign trade in Brazil and Malawi for 1981 with the data for 1970 given in Activity 6.8. The following table shows where the money for foreign trade came from and how it was spent in both countries in 1981.

1. Use the *Foreign Trade Chart* from the teaching guide to calculate the amounts in the table above on a per capita basis. In the spaces provided on the chart, write the year for which calculations are made. Population data are in Table 2 on pages 14 and 15 of *The Development Data Book*. Round population to the nearest million; round per capita amounts to the nearest dollar.
2. Study the *Foreign Trade Chart* and compare it with the chart completed in Activity 6.8.
   - How much more were total receipts and payments per capita for Brazil and Malawi in 1981 than in 1970?
   - Compare the receipts from exports per capita for Brazil and Malawi in 1970 and 1981. What happened to the gap between the two countries?
   - How much more were payments for imports per capita in Brazil and Malawi in 1981 than in 1970?
   - How much more were payments on earlier loans per capita in 1981 than in 1970 in both countries?

Where the money came from, 1981
(1981 US$)

	Brazil	Malawi
Receipts from exports[1]	$27,006,000,000	$329,000,000
New loans[2]	15,908,000,000	91,000,000
Other receipts	11,268,000,000[3]	152,000,000[4]
Total receipts	$54,242,000,000	$572,000,000

How the money was spent, 1981
(1981 US$)

	Brazil	Malawi
Payments for imports	$38,955,000,000	$483,000,000
Payments on earlier loans[5]	15,287,000,000	89,000,000
Other payments	0	0
Total payments	$54,242,000,000	$572,000,000

1. Amounts for exports differ from those in Table 2 on pages 14 and 15; totals here include services.
2. Brazil's loans were mainly from commercial banks; Malawi's were mainly on special terms from international institutions and the foreign aid agencies of other countries.
3. Receipts from other sources (such as money received from plants set up by foreign companies in Brazil) minus other payments.
4. See note 2 below the table in Activity 6.8.
5. Includes principal and interest.

7. Culminating Activities

[Activities on this and the following page provide opportunities for students to synthesize and evaluate the knowledge and understanding acquired from *The Development Data Book*.]

Questions for discussion

7.1. There are many reasons for the differences in standards of living in the developed and the developing countries. The reasons fall into at least the five categories listed below. What reasons can you think of? Into which category do they fit? Can you think of other categories?

- technology
- history
- culture
- natural resources
- social and political institutions

7.2. Energy consumption increases with economic development. Today, the developed countries, on average, consume many times more energy than the developing countries. How might these facts affect economic growth in the future? What steps might be taken to maintain economic growth and to protect and increase energy sources at the same time?

7.3. Developing industry is a step toward raising standards of living in the developing countries. Modern industry can cause pollution and the wasteful use of scarce natural resources. What steps can be taken to raise standards of living and protect the environment at the same time?

7.4. Many observers say that, of the four regions in which the developing countries are located (Latin America and the Caribbean; Southern Europe, the Middle East, and North Africa; Sub-Saharan Africa; and Asia and the Pacific), Sub-Saharan Africa faces the gravest problems.

1. What statistics support this view?
2. What do you know about each of the following that helps to explain the conditions in Sub-Saharan Africa?
   - its history
   - its social and political organization
   - geographic factors
   - diseases
   - climate

7.5. If standards of living in the developing countries remain the same or decline, what do you think is likely to happen in those countries? in the world?

7.6. Economic development brings many changes to a developing country and people must adapt to these changes.

- In what ways is a country's culture weakened by economic development? In what ways is it strengthened?
- Do you think the overall effect of development on people in developing countries is to make life better? worse? better in some ways and worse in others? Give reasons for your answer.

7.7. Many factors—inside developing countries and outside them—influence economic development. Consider the factors below and explain what their effect might be on the development program of a developing country.

- an increase in corruption in the government
- a new leader who favors some groups in the country and discriminates against others
- the threat of invasion from a neighboring state
- the organization of a political party that opposes the party in power
- a natural catastrophe, such as famine
- a weakening of the commitment of a country's leaders to economic development
- public demand to import luxury goods

7.8. Study the photographs on the cover of *The Development Data Book* and answer these questions.

1. The photographs portray an aspect of the indicators dealt with on pages 2 through 11 of the book. Which indicator does each portray? Give reasons for your answer.

   [Front: top right, adult literacy rate; lower right, merchandise exports; left, life expectancy. Back: top left, GNP per capita; right, GNP per capita; lower left, population growth rate.]

2. Study each photograph. What does it show about the indicator? What does it fail to show?
3. The poster at the bottom left of the back cover is from the Family Planning Association of Singapore. What do you think the Chinese printing at the top might say? What is the purpose of the poster?

   [The printing says, "A planned family is a happy family." The purpose of the poster is to persuade couples to have small families.]

7.9. Do you agree or disagree with the following statement? Give reasons for your answer.

Economic growth is the most important measure of a country's development.

Questions about values

7.10. Discuss these questions:

1. What do teenagers in your country value the most? List eight or ten things to which most members of the class agree.
2. List five things a teenager in a village in a low-income developing country might value.
3. List five things a teenager living in a city in a middle-income developing country might value.
4. What do your lists suggest about the values of teenagers throughout the world?

7.11. Listed below are some feelings arranged in pairs. The line between each pair represents a continuum.

1. Circle the number on each continuum that represents the feelings you think teenagers in your country have when they think about living conditions in the developing countries.

anger ----------1--2--3--4--5---------- apathy
fear ----------1--2--3--4--5 -------- security
guilt ----------1--2--3--4--5---------- no guilt
ignorance -------1--2--3--4--5 ----- knowledge
despair ---------1--2--3--4--5 ---------- hope
boredom --------1--2--3--4--5 -------- curiosity

2. Why do you think teenagers have those feelings about the developing countries?
3. What feelings do you think teenagers ought to have about the developing countries?

Research activity

7.12. Design development activities or draw up a development plan for a developing country.

1. Select a developing country; make a statistical profile of that country using at least eight indicators from *The Development Data Book*.
2. Do library research to acquire additional information about the country:
   - its geographic features
   - its natural resources
   - its exports and imports
   - the distribution of its population
   - its relationship with its neighbors
   - its social and political organization
   - other information that you think might be relevant to its economic development
3. Listed here are some policies developing countries follow to advance economic development. Study the list and rank the policies in the order you think is appropriate for the country you have selected. Write numbers 1 through 7 on the line to the left of the policy.

_____ Improve and extend the physical facilities that underlie economic growth (roads, ports, electric power, telephone and radio systems, transport systems) _____

_____ Increase agricultural output to provide more food and to increase the income of farm families _____

_____ Expand industry to provide jobs and to produce goods needed for domestic consumption and for export _____

_____ Develop export products to earn money for goods and services that cannot be produced in the country that are essential for economic development _____

_____ Develop human resources by providing greater educational opportunity and better health services _____

_____ Assist the poorest people in meeting their basic needs—for food, health care, literacy, pure water, and jobs ____

_____ Slow down population growth _____

4. Decide the percentage of the resources available for economic development that you will allocate to each of the policies listed in step (3) above. Your total allocation must be 100 percent, but you need not allocate resources to all policies. Write the percentage on the line that follows the policy statement.
5. Taking into account your knowledge of the country and the priorities you have established, do one of the following.
   - Design a development activity or set of activities that advances one of the policies; or
   - Draw up a five-year development plan for the country that takes all policies into account.

Topics for debates

7.13. *Resolved:* That the developed countries should assist the developing countries in raising their standards of living.

7.14. *Resolved:* That economic growth in the developing countries is a threat to the developed countries.

7.15. *Resolved:* That the developed countries should solve poverty at home before they try to help solve poverty in the developing countries.

7.16. *Resolved:* That the problems facing the developing countries today are greater than those they faced in the past.

Test

[This test measures the achievement of the minimum objectives listed on page 5. See the note on that page.]

Part One

Indicate the country group for which each of the following statistics is characteristic. Write one of the following letters in the space at the left of the statistic:

L — low-income developing country
M — middle-income developing country
D — developed country.

If a statistic is characteristic of countries in more than one country group, write the letters for both country groups in the space.

1. Infant mortality rate
   [M] 70 per 1,000 live births
   [D] 132 per 1,000 live births
2. Life expectancy at birth
   [D] 72 years
   [L] 48 years
3. Adult literacy rate
   [L] 53%
   [D] 98%
4. GNP per capita
   [L] $258
   [M] $1,377
5. GNP per capita growth rate
   [D, M] 3.5%
   [L] −0.2%
6. Value of merchandise exports
   [L] $900,000,000
   [D] $40,000,000,000
7. Population growth rate
   [L, M] 2.4%
   [D] 1.0%
8. Population per physician
   [L] 22,000
   [D] 1,700

Part Two

Circle the letter preceding the phrase that correctly completes the sentences below.

9. Life expectancy at birth is higher in the developing countries than in 1960 because:
   (a) health care is improving
   (b) more infants are surviving
   (c) many diseases are better controlled
   [d] (d) all of the above.
10. Adult literacy is increasing in the developing countries because:
    (a) more children have been attending school
    (b) more money is being spent on education
    (c) adults are learning to read and write
    [d] (d) all of the above.
11. Population growth rates in the developing countries are high because:
    (a) birth rates are low
    (b) death rates are going up
    [c] (c) parents continue to have many children
    (d) all of the above.
12. GNP per capita is increasing in most developing countries because:
    (a) the production of goods and services is increasing faster than population
    (b) population growth is slowing down
    (c) more goods and services are available
    [d] (d) all of the above.
13. When a developing country produces more exports, it can:
    (a) import more goods and services
    (b) borrow more money abroad
    (c) make payments on loans
    [d] (d) all of the above.
14. Low-income developing countries have:
    (a) rapidly increasing population, a high proportion of literate adults, a high GNP per capita growth rate
    [b] (b) declining death rates, declining infant mortality, GNP per capita of $410 or less
    (c) high life expectancy at birth, increasing primary school enrollment, merchandise exports of less than $1,000,000,000
    (d) all of the above.
15. Middle-income developing countries have:
    (a) a high birth rate, increasing energy consumption per capita, a high secondary school enrollment ratio
    [b] (b) declining death rate, increasing life expectancy, high population growth rate
    (c) increasing adult literacy, merchandise exports of more than $30,000,000,000, GNP per capita between $420 and $5,760
    (d) all of the above.

Part Three

Pablo is a teenage boy and Sita is a teenage girl. Both live in small villages in low-income developing countries. Assume that their lives are typical of teenagers' lives in low-income developing countries. Choose one of them and write an essay in which you:

- Describe at least three ways in which his or her life is different from yours.
- Give at least three reasons why his or her life is different from yours.

Part Four

The table below gives statistics for two countries.

	Country A	Country B
1. Population	6,300,000	48,000,000
2. Life expectancy at birth	44 years	63 years
3. Infant mortality rate per 1,000 live births	208	53
4. Population per physician	48,510	7,180
5. Adult literacy rate	5%	86%
6. Primary school enrollment ratio	19%	96%
7. Average annual population growth rate	2.0%	2.8%
8. GNP per capita	$240	$770
9. Average annual GNP per capita growth rate	1.1%	4.6%
10. Percentage of labor force in agriculture	82%	76%
11. Value of merchandise exports	$75,000,000	$10,014,000,000

Annual data are for 1980 or 1981; growth rates are for 1960-81.

Choose the country in the table that answers the questions below. Write the letter for the country and the number (or numbers) of the statistic (or statistics) that support your choice in the spaces provided.

16. Which country has the larger number of farmers?
Country **(B)** Statistic(s) **(1, 10)**

17. In which country will population increase more rapidly if present trends continue?
Country **(B)** Statistic(s) **(7)**

18. In which country is the adult literacy rate likely to rise in the coming decade by a greater number of percentage points?
Country **(A)** Statistic(s) **(5)**

19. In which country are there more infant deaths?
Country **(B)** Statistic(s) **(1, 3)**

20. In which country are the goods and services available each year increasing more quickly?
Country **(B)** Statistic(s) **(9)**

21. Which country can import more?
Country **(B)** Statistic(s) **(11)**

22. Which country will have more people with skills in the future if present trends continue?
Country **(B)** Statistic(s) **(1, 5, 6)**

23. In which country is health care better?
Country **(B)** Statistic(s) **(2, 3, 4)**

24. In which country will the number of people added to the population each year be greater if present trends continue?
Country **(B)** Statistic(s) **(1, 7)**

Part Five

Do you think that living conditions in the developing countries have improved since 1960, or worsened, or both?

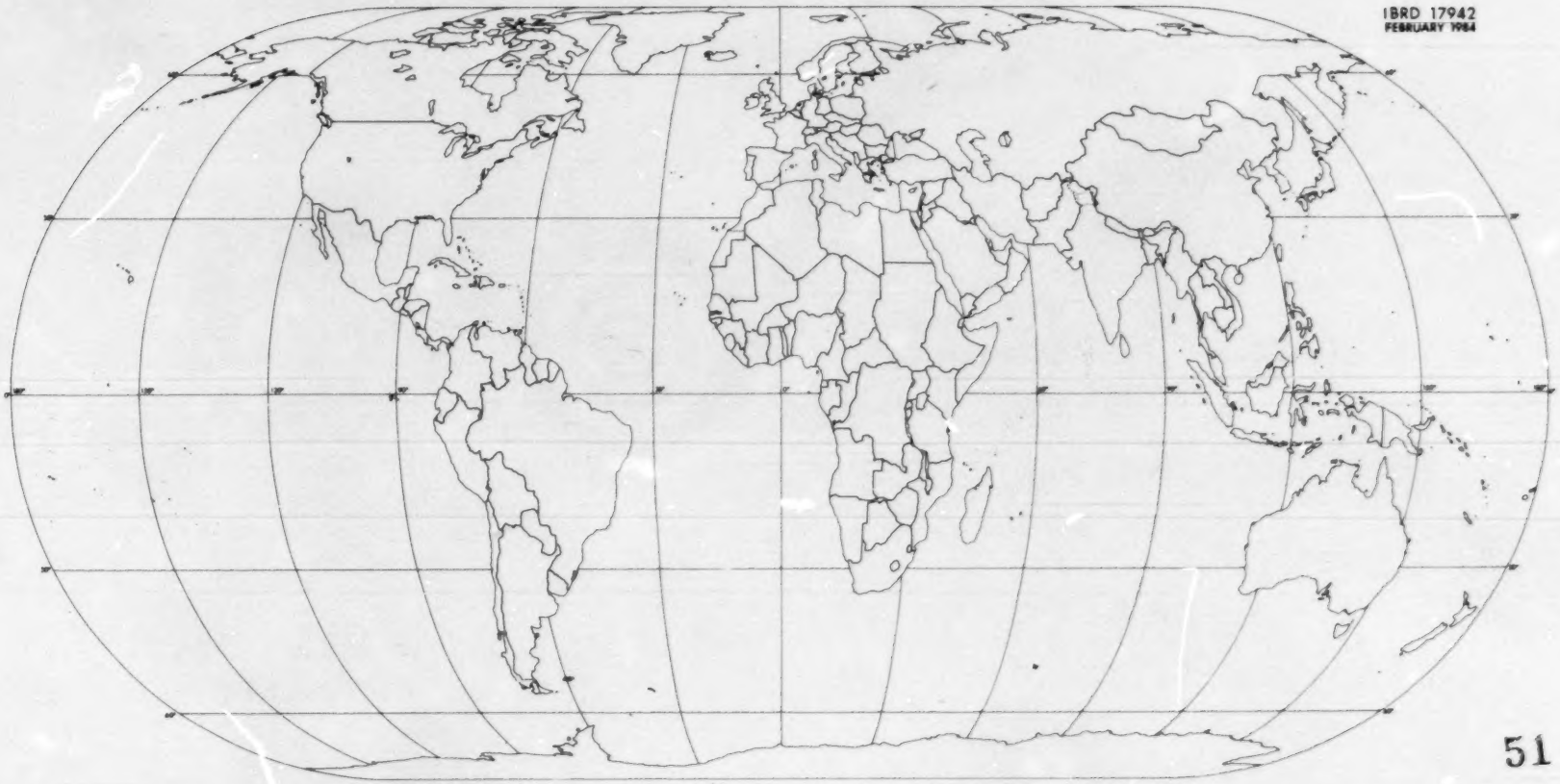
Express your opinion and use statistics to support it.

Grading the test

There are 50 responses in Parts One, Two, and Four, each response is worth one point. The essays in Parts Three and Five worth 25 points each.

A good essay in Part Three would note poor healt, lack of schooling, large family size, and a way of life based on farming. Reasons for differences would include poor nutrition, unclean sanitary conditions, and impure water, remote schools and the need to work to contribute to family income; the need of parents for many children, a high rate of population growth and a low rate of GNP per capita growth.

A good essay in Part Five would note improvement in some areas and worsening in others. It would note increases in healt, education, and the production of goods and services (references would be to increases in life expectancy, the adult literacy rate, and GNP per capita). It would mention population growth as a serious problem that slows down the rise of GNP per capita in many countries (reference would be to population growth rates). It would note increasing exports (reference would be to merchandise exports) and would point out the effect of higher oil prices and interest rates on trade and debt. It would also mention that there has been almost no improvement in living conditions in some of the poorest developing countries.



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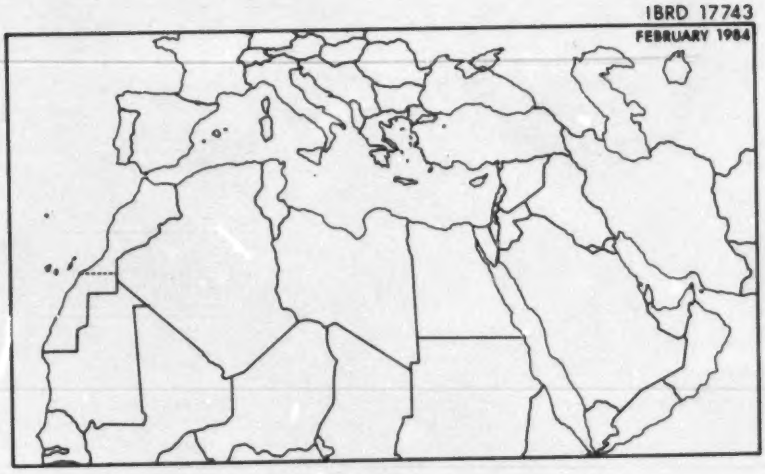

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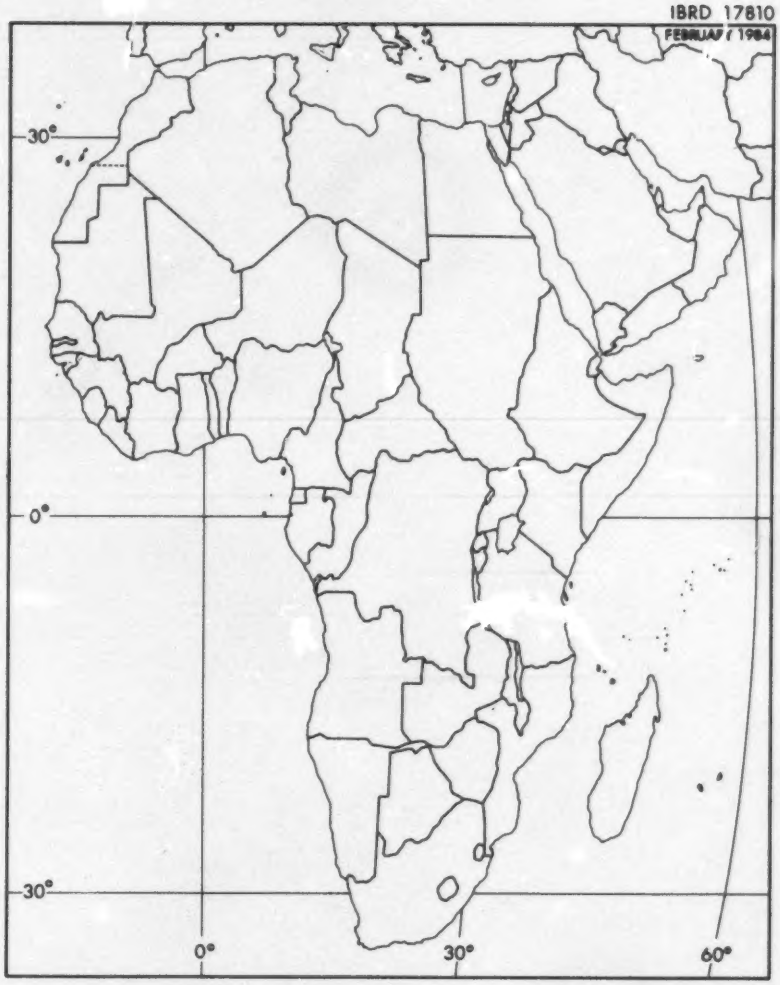

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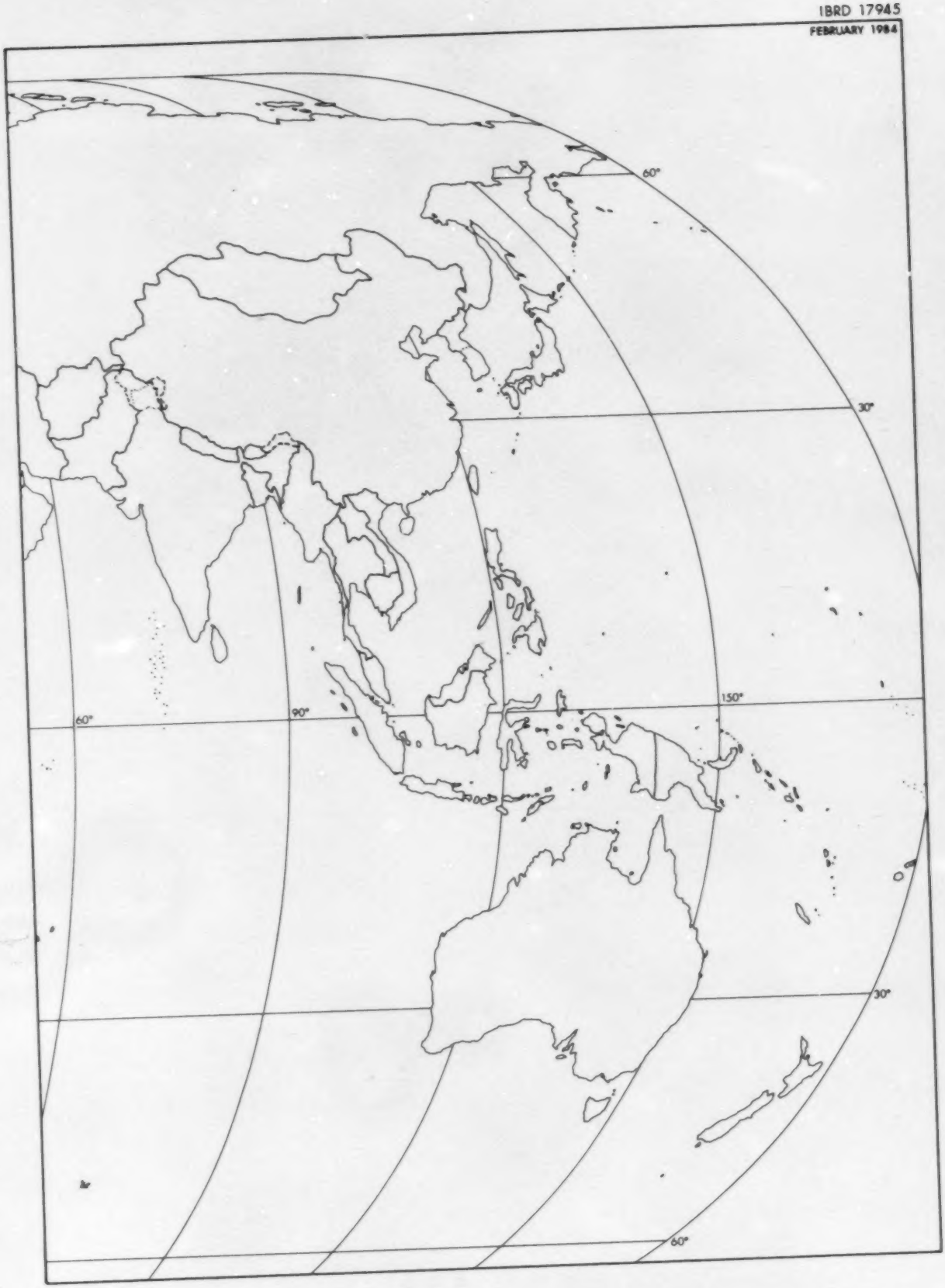

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COMPARATIVE DATA TABLE

	(1)	(2)	(3)	(4)	(5)	(6)	(7)

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FOREIGN TRADE CHART

Sources of money, per capita, in _____
(1981 US$) (year)

	Brazil	Malawi
Receipts from exports, per capita		
New loans, per capita		
Other receipts, per capita		
Total receipts, per capita		

Payments, per capita, in _____
(1981 US$) (year)

	Brazil	Malawi
Payments for imports, per capita		
Payments on earlier loans, per capita		
Other payments, per capita		
Total payments, per capita		

Note: Total receipts and payments per capita may not be equal because of rounding.

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The text and charts for *The Development Data Book* were prepared by Harriet Baldwin, Bruce Ross-Larson, and Gerald Martin Quinn. The teaching guide was prepared by Harriet Baldwin and edited by Bruce Ross-Larson. Their views and interpretations should not be attributed to the World Bank, to its affiliates, or to any individual acting on their behalf.

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